

Nils Bernhardsson / Susanne Lattke (eds.)

**Core Competencies of
Adult Learning Facilitators
in Europe**

**Findings from a
Transnational Delphi Survey
Conducted by the Project
“Qualified to Teach”**

www.qf2teach.eu

Partner organisations



rijksuniversiteit
 groningen

University of Groningen (RUG)
www.rug.nl



Romanian Institute for Adult Education (IREA)
www.irea.uvt.ro



National Institute of Adult Continuing Education (NIACE)
www.niace.org



Stockholm University

Stockholm University (SU), Department of Education
www.interped.su.se



Nicolas Copernicus University (UMK), Faculty of Pedagogy
www.pedagogika.umk.pl



University of Florence, Faculty of Education Science (UNIFI)
www.unifi.it



Swiss Federation for Adult Learning (SVEB)
www.alice.ch

Project Coordinator:



German Institute for Adult Education – Leibniz Centre for Lifelong Learning (DIE)

www.die-bonn.de

Nils Bernhardsson, Susanne Lattke

bernhardsson@die-bonn.de

lattke@die-bonn.de

Project partners contributing to this report:

Theo van Dellen, University of Groningen (RUG)

Raluca Lupou, Andreea Siliman, Romanian Institute for Adult Education (IREA)

Ewa Luger, National Institute of Adult Continuing Education (NIACE)

Agnieszka Bron, Petros Gougoulakis, Stockholm University (SU), Department of Education

Ewa Przybylska, Nicolas Copernicus University (UMK), Faculty of Pedagogy

Francesca Torlone, Dipartimento di Scienze dell'Educazione e dei Processi Culturali e
Formativi (UNIFI)

Irena Sgier, Swiss Federation for Adult Learning (SVEB)

The data analysis on which Chapter 3 is largely based, was performed by Theo van Dellen,
University of Groningen

© QF2TEACH partnership

Table of contents

1. Introduction	6
2. Discourse on professionalisation of adult educators in Europe.....	7
2.1 Curricula for European Adult Educators – Projects AGADE and EMAE.....	7
2.2 Mapping the field: The Q-ACT and ALPINE Studies.....	12
2.3 Validation of prior learning of adult educators – The project VINEPAC	13
2.4 Research on core-competencies of Adult Educators	16
3. The QF2TEACH Project	19
3.1 The evolution of the QF2TEACH project and questionnaire	22
3.2. QF2TEACH Survey.....	24
3.2.1. Methodology - The Delphi-Method.....	24
3.2.2 Designing the instrument – first wave	25
3.2.3 Sample and features of the response groups – first wave.....	27
3.3. Research results – first wave.....	28
3.3.1 Factor analysis and results	28
3.3.2 Qualitative outcomes and additional items for the second wave	33
3.4. Research results – second wave.....	34
3.4.1 Sample and features of the response groups	34
3.4.2 Analysis – second wave	35
3.4.3 Final Result of the Delphi survey: The transnational catalogue of core competencies of ACE Learning Facilitators	39
4. Development of a concept for a transnational qualification framework for learning facilitators based on the EQF	42
4.1 Development of a first draft concept for a transnational QF.....	42
4.2. Strengths and weaknesses of the chosen approach and the proposed concept for a transnational QF.....	47
4.3. The Concept for a transnational qualification framework for learning facilitators in adult and continuing education in Europe	50
5. Literature	63
6. Appendixes	65
Appendix 4: Draft concept proposed at the transnational expert workshop on 6 September 2011	65
6.1 Appendix 1: QF2TEACH Questionnaire first wave.....	66
6.2 Appendix 2: Interim result – Concept catalogue of core competences for Learning Facilitators in ACE	82

NEW (UK/IT) Be enthusiastic, be passionate.....	83
NEW (UK/NL/RO) (Active) listening skills	84
6.3 Appendix 3: QF2TEACH Questionnaire second wave.....	91
6.4 Appendix 4: Draft concept proposed at the transnational expert workshop	101
6.5 Appendix 5: The Europeans Qualification Framework for Lifelong Learning.....	112

1. Introduction

The safeguarding and improvement of the professional quality of Learning Facilitators in Adult and Continuing Education (ACE), as well as in other sectors of education, is considered today as one of the most challenging tasks for any society that wants to survive in the globalizing competition. The term ACE Learning Facilitators refers to a variety of professional roles such as teachers, trainers, coaches, guidance and counselling staff and others. What these roles have in common is that a major part of the professional activity takes place in direct contact with the adult learner(s) and consists in initiating, supporting and monitoring the learning processes of these adults. The activities of Learning Facilitators can be considered as classical aspects of the work of most ACE professionals working in different domains of ACE, such as vocational education, corporate and functional education, social and moral education or cultural and arts education. Adult Learning Facilitators are mainly working in various contexts covering the entire field of Adult and Continuing Education (ACE) consisting of

- a) formal adult education institutions offering basic, general and vocational education and training,
- b) non-formal education institutions offering popular education, and
- c) work-related *training and development* mainly of non-formal character.

The QF2TEACH project is conducted by a consortium which covers eight European countries and consists of university departments and non-university research and development institutes which are all specialized in adult education. Project coordinator is the German Institute for Adult Education (DIE). The main aim of QF2TEACH is to determine the core competencies needed by ACE Learning Facilitators today and in the future by conducting a Delphi study based on the assessments and opinions of a selected expert-panel. A second aim of the project is to develop a research-based concept for a transnational qualification framework for ACE Learning Facilitators, which is linked to the existing overarching European Qualification Framework (EQF), in an effort to determine visible and comparable qualification levels of adult professionals throughout Europe.

2. Discourse on professionalisation of adult educators in Europe

Various European projects have been dealing with the issues of professional development of adult educator's and (core) competencies of adult educators in recent years. (Bernhardsson/Lattke 2011). They vary in scope and focus and are therefore not directly comparable. Rather they approach the overall subject professional development / core competencies from different angles and with different intentions. It is therefore interesting to have a closer look at some prominent examples of such projects and their achievements to see what common European ground has already been reached in the efforts towards a professionalisation of adult educators.

2.1 Curricula for European Adult Educators – Projects AGADE and EMAE

Since the early years of the SOCRATES programme, quite a number of European adult education projects have included some elements of teacher training, often as a “by-product” which had the purpose to introduce adult educators and teacher trainers to the tools and methods that had been developed by the project in question (see Nuissl 1999, EAEA 2001). However, only in recent years the professional development of adult educators as such has become a prominent topic in its own right of several European projects.

One of these is the Grundtvig-Project “**AGADE – A Good Adult Educator in Europe**”, which ran in the years 2004-06, coordinated by the Estonian non-formal Adult Education Association and with partners from Hungary, Ireland, Latvia, Lithuania, Portugal, Sweden and Norway. This project developed a set of minimum competence criteria for adult educators and a modular training course combining elements of distance learning and face-to-face education (see Jääger/Irons 2006). This project focused on adult educators working in a role of teacher, guide, facilitator and trainer. It did not cover other possible roles of adult education staff e.g. in the fields of management, programme planning etc.

For these (teaching) adult educators the project identified the following set of minimum competence criteria which serve at the same time as a basis for the training curriculum:

<p>Personal development area / ethic dimension</p> <ul style="list-style-type: none"> • self esteem • tolerance • responsibility • communication skills • empathy • flexibility 	<p>Professional development area</p> <p><i>Organising stage – knowledge dimension</i></p> <ul style="list-style-type: none"> • Knowledge about how adults learn and understanding the psychology of adults • Knowledge of methods in AE and learning • Skills in preparing value-based (democratic and humanistic) programmes • Planning and organisational skills • Good knowledge of the subject <p><i>Performance stage – skills dimension</i></p> <ul style="list-style-type: none"> • Ability to motivate for learning – before, during and after the learning process • Development of learning environment in accordance with students’ needs, focusing on self-directed learning • Skills to activate learners <p><i>Evaluating stage – Organisational dimension</i></p> <ul style="list-style-type: none"> • Skills in self-reflection and critical thinking • Skills in evaluating and promoting self-evaluation in oneself and students
--	--

Source: Jääger/Irons 2006, p. 14 s.

fig. 1: Project AGADE: minimum criteria for AE teachers in Europe

The 9 week training course developed and piloted by the AGADE project addressed experienced adult educators with at least three years of work experience. Thus it addressed an audience which is typical of many European professionalisation projects (see for example below: VINEPAC). Since the access to the profession is generally speaking not regulated many adult educators did not undergo any initial training in adult education before starting to work in the field. Most professionalisation projects at European level (and also at the national levels) therefore focus on further training and continuing professional development of the workforce rather than on initial training.

A different approach was followed by the ERASMUS project **EMAE – European Master in Adult Education**. As the title suggests this project developed a curriculum for a Master’s degree programme in Adult Education. The project consortium comprised universities from seven countries (Czech Republic, Denmark, Finland, Germany, Italy, Romania, and Spain) under the coordination of the University of Duisburg-Essen (Egetenmeyer/Lattke 2007). The EMAE programme is a two-year

Master carrying 120 ECTS points. It can be studied part-time and is open to experienced adult educators but also to graduates without work experience if they hold a Bachelor degree in education.

EMAE is thus a much more comprehensive training programme than AGADE and situated at an academic. It may be taken both as an initial or continuing training, but in either case the programme addresses students who aim for a full time occupation in the field. This makes the programme less relevant for the majority of teaching staff who work in the field, as we know from several studies, mostly part-time or as a sideline job (see Nuisl/Lattke 2008, Research voor Beleid 2008). The broad range of subject areas and competencies covered by the EMAE curriculum reflects the variety of tasks that full-time professional adult educators may have to deal with and which usually include a higher degree of management duties

The full EMAE curriculum comprises a common European core part of 70 ECTS and a remaining part equivalent to 50 ECTS, which can be filled by each university according to its local needs. (fig. 2)

EMAE Curriculum

European Core Part (70 ECTS) mandatory courses in all EMAE universities						
Core Fields	Theoretical Framework	Learning and Teaching	Research	Management/Marketing	Policy	Economy
Study Units	Essentials of Adult and Continuing Education in Europe 3 ECTS	European Teaching Theories 3 ECTS	Fields and Trends 2 ECTS	Management of Adult Education 3 ECTS	Policy of Demand 3 ECTS	Adult Learning and Consumption of Educational Goods 3 ECTS
	Theories of Adult Education 2 ECTS	Competence and Competence Development 2 ECTS	Research Methods 3 ECTS	Needs Analysis & Programme Planning 2 ECTS	European Strategies of LLL 2 ECTS	State and Market in Lifelong Learning in the European Context 2 ECTS
Transnational Project Work (10 ECTS)						
Thesis (30 ECTS)						
National Part (50 ECTS) varying mandatory and/or optional courses according to rules individually fixed by the EMAE universities						

Source: EMAE-Network

fig. 2: Curriculum European Master of Adult Education

The common core part reflects those areas where throughout the consortium an agreement was reached that these areas would be essential for all professional adult educators and that the adult educators needed to develop competencies in these areas. In line with the requirements of the Bologna process the detailed description of the curriculum was output-oriented, meaning that the skills and competencies that students were expected to have acquired at the end of each course or study unit were clearly defined.

A distinctive feature of the EMAE programme, compared with other European professionalisation projects, is its focus on European issues and competencies. The EMAE programme is not only meant to qualify students for professional work in adult education as such but to qualify them in addition for *international* work in this field. EMAE graduates are typically supposed to take up work in an international organisation, to work with European projects or networks and to carry out comparative analyses and research. A typical career of an EMAE graduate may also include going to another European country to work there as an adult educator. European subjects and competencies (knowledge of different national AE systems, intercultural skills etc.) are therefore a constituent feature of the EMAE Core Curriculum, and the international dimension is equally reflected in the delivery and teaching arrangements (online courses with students from different countries and with English as working language, student and teacher mobility),

At the time of writing the EMAE programme has been fully implemented in the universities of Duisburg-Essen, Florence, and Timisoara, and several universities are working on the implementation. During the development phase of the EMAE programme the discussion among the partners on the curriculum and competencies had been intense and complex, but in the end an agreement on relevant core competencies was reached at a comparatively quick pace. The main challenge turned then out to be its implementation. The tasks of integrating the programme into different legal and administrative structures and of establishing it as an economically viable offer on the different national markets proved a major challenge which is still ongoing.

Although AGADE and EMAE are very different in their scope and approach to professionalisation, the two projects share one important characteristic: They developed an internationally agreed curriculum defining core subject areas and competencies for adult education staff. The composition of the partnerships, if not covering each single European country, ensures in each case that different concepts, cultures and traditions relating to adult education are represented in the final products so that the curricula represent important steps towards a European standard or reference concerning competencies of adult educators.

2.2 Mapping the field: The Q-ACT and ALPINE Studies

That professionalisation of Adult Educators started to receive growing attention at a European level – including at EU policy level - can most clearly be seen from two major research initiatives both of which published first results in the year 2008. “**Q-Act – Qualifying the Actors in Adult and Continuing Education**” is the title of a one-year EU-project, running in 2007, which built on the earlier work of a European research group that had been established and coordinated by the German Institute for Adult Education. This research group has been active since the end of 2005 focusing their joint work on activity fields, competence profiles and professionalisation pathways of adult education staff throughout Europe. The aim of the Q-Act project was to summarise and disseminate the (interim) results of this group and to discuss them with a wide European expert audience in the context of a large conference.

Through the activities of the research group – which comprised members from Austria, Sweden, Denmark, France, Germany, Italy, the Netherlands, Poland, Portugal and the UK – a quite comprehensive picture of the state of the art concerning professional development of AE staff was produced and needs for further research and development were articulated. They are to be found in the final project publication “Qualifying adult learning professionals in Europe” (Nuissl/Latte 2008). The Q-Act project produced thus the first broad overview on the topic in a European perspective. Shortly afterwards this project was supplemented by a comprehensive study commissioned by the European Commission on the situation of Adult Learning professionals in Europe. This study, which went under the name of **ALPINE – Adult Learning Professions in Europe**, covered all 27 EU Member States plus Norway, Iceland, Liechtenstein, Turkey and Croatia. ALPINE gathered and summarised available data and findings, including from Q-Act, concerning amongst others:

- job positions, tasks and activities of adult learning staff
- employment situation, career paths and professional development of adult learning staff
- recruitment and labour market for adult learning staff and
- public perception and status of the profession

These two studies put together quite a large amount of available data and information. However, both studies were very clear in their assessment that reliable

data were on the whole scarce, scattered and, above all, not comparable throughout Europe. Both studies referred to the high degree of heterogeneity of the adult education sector as a whole and found that this heterogeneity was reflected in equally diverse working conditions and contexts of the staff and in the training and professional development arrangements and approaches that could be found throughout Europe. Both studies stressed the need for further research to fill the existing data gaps, for example concerning actual job profiles and competence requirements of adult educators. Both studies also identified several major challenges for the professionalisation of the sector on a European level. And, finally, both studies concluded by proposing a number of recommendations for future policy action, such as notably the development of European competence standards and frameworks as common reference tools in order to enable greater transparency and comparability between countries.

Altogether, while it can be safely said that these initiatives marked an important step in the European discourse on professionalisation, it is nevertheless obvious that this step had much more the characteristics of a start rather than a conclusion.

2.3 Validation of prior learning of adult educators – The project VINEPAC

Adult educators who have undertaken a formal training or obtained a formal qualification in adult education are still an exception rather than a rule in most countries. Nevertheless many adult educators do possess relevant competencies which they have acquired through work experience or in informal or non-formal learning contexts. In some countries, e.g. Austria and Switzerland, adult educators have the possibility to have such informally acquired competencies assessed (against a given standard) and certified by a competent authority. At European level no such possibility exists since neither competence standards nor adequate procedures have been established to allow for such validation. A step in this direction was taken by the European project **VINEPAC – Validation of informal and non-formal psycho-pedagogical competencies of adult educators**, which ran from 2006 to 2008 with the support of the Leonardo da Vinci programme.

VINEPAC was coordinated by the Romanian Institute for Adult Education (IREA) and had partners from Germany, France, Malta and Spain. The project set out to develop

a portfolio tool (“**VALIDPAC**”) which should help adult educators become more aware of the competencies they possess and make them visible to others by documenting them and having them assessed by an external evaluator.

The tool foresees a validation in three steps:

- (i) self evaluation: reflection and documentation of one’s own learning biography and acquired competences with the help of a mind-map and a standardised evaluation sheet
- (ii) external evaluation, which is meant to increase the objectivity of the validation results: The external evaluator conducts an interview with the candidate and observes a total of three hours teaching practice. The results are documented in a standardised evaluation sheet and in a holistic appraisal in narrative form.
- (iii) consolidation. The results of the self-evaluation and the external evaluation are compared and discussed between the adult educator and the evaluator. Where there is disagreement concerning the assessment of individual competencies these should be further clarified and an agreement should be reached. The results of this consolidation process are documented in the final standardised validation sheet and signed by the candidate and the evaluator.

Similar to the AGADE project (and different from the EMAE) the VINEPAC project focuses specifically on competencies that are related to a teaching role in adult education. For the purpose of the validation the relevant competencies have been grouped in the following categories:

- **Knowledge**
 - Initial knowledge of psycho-social profile of the adult
 - knowledge of the group characteristics
 - knowledge base in own content area
- **Training/Management**
 - Needs analysis
 - Preparation of training
 - Training programme delivery
 - Use of technology and resources (time, material, space, people)
- **Assessment and Valorisation of learning**
 - Develop work with learners to identify their needs, strengths and goals, and advices or refers them to appropriate programmes and levels of instruction
 - Use of assessment results on a regular basis to plan lessons, develop curricula, monitor progress towards objectives and goals and verify learning
 - Monitoring of learning beyond simple recall of information using a variety of assessment strategies
 - Structuring and facilitating ways for learners and peers to evaluate and give feedback on their learning and performance, through reflection and selfassessment
 - Guiding learners in the development and ongoing review of their educational plans
 - Use of qualitative methods to valorise the learners progress
- **Motivation and Counselling**
 - Sharing information with learners and colleagues about additional learning resources, educational opportunities and options for accessing support services
 - Making referrals to appropriate resource when guidance and counselling needs are beyond own expertise
 - Guides learners in the development and ongoing review of their educational plans
- **Personal and Professional Development**
 - Analysis of the needs and opportunities of professional development
 - Demonstrating interest for self development
- **Open category** (Any additional competencies considered relevant by the trainer/the evaluator)

Source: IREA 2008

fig. 3: Project VINEPAC: Core competence of adult educators/trainers in Europe

The VALIDPAC tool can in principle be used to acquire a formal national qualification. This requires however first that there exist an authority in the country which is competent to issue such a qualification and, second, that this authority recognises the VALIDPAC tool and the competence standard proposed by this tool. The two preconditions will not be easily met in many countries at this stage. Nevertheless the VALIDPAC represents not only a useful tool which can be used for self-evaluation purposes in any case but also an important reference for further professionalisation projects dealing with validation of competencies in a European perspective.

2.4 Research on core-competencies of Adult Educators

The first research study on core competencies of adult educators was carried out by the Dutch Institute Research voor Beleid. It was a follow up study on the ALPINE study mentioned above. Again, it was commissioned by the European Commission and carried out by the Dutch Institute Research voor Beleid. Aim of the study was to identify “a set of key competences that can be used as a reference for developing a professional profile for staff working in the sector and thus improving the quality of adult learning”. (Research voor Beleid 2010, p. 9). Based on extensive desk research and consultation of experts throughout Europe the authors produced such a set of competencies. This set of competencies is meant to refer to the adult learning sector as a whole, abstracted from any given institutional context or from any specific job function or job profile.

As a basis for defining core competencies thirteen fields of activity were identified in the first place, which, taken together, are supposed to cover the entire range of work and tasks in the adult learning sector. These fields include:

- Learning needs assessment
- Preparation of courses
- Facilitation of learning
- Monitoring and evaluation
- Counselling and guidance
- Programme development
- Financial management
- Human resource management
- Overall management
- Marketing and PR
- Administrative support
- ICT-support
- Overarching activities (ibid. p. 34 ss)

The key competencies were then derived from these fields. The authors came up with two sets of a) generic and b) specific competencies, whereby the generic competencies are meant to be relevant for any professional working in the sector, no

matter what specific field(s) of activity he or she is actually involved in. These competencies refer to aspects of being a professional as well as to general pedagogical competence. The following generic competencies have been identified

- A1) being a fully autonomous lifelong learner.
- A2): being a communicator, team player and networker.
- A3): being responsible for the further development of adult learning.
- A4): being an expert in one's subject
- A5): being able to deploy different learning methods, styles and techniques in working with adults.
- A6): being a motivator.
- A7): being able to deal with heterogeneity and groups.

Source: Research voor Beleid 2010

fig. 4: Generic competencies of adult learning professionals

The second set refers to competencies which are relevant only for a specific range of activities. Consequently not each of these competencies must be found in any adult educator but only in those whose job comprises the range of activities in question.

Specific competencies that are directly linked to the learning process – and thus mainly to the teacher or trainer role - include

- B1): being capable of assessment of adult learners' learning needs.
- B2): being capable of designing the learning process.
- B3): being a facilitator of knowledge (practical and/or theoretical) and a stimulator of adult learners' own development.
- B4): being an evaluator of the learning process.
- B5): being an advisor/counsellor.
- B6): being a programme developer.

Source: Research voor Beleid 2010

fig. 5: Specific competencies directly linked to the learning process

Specific competencies that are indirectly linked to or supportive of the learning process such as management and administrative support include:

- B7): being financially responsible.
- B8): being a (people) manager.

B9): being a general manager.

B10): being able to reach the target groups, and promote the institute.

B11): being supportive in administrative issues.

B12): being a ICT-facilitator.

Source: Research voor Beleid 2010

fig. 6: Specific competencies indirectly linked to the learning process

As the study progresses, each competence is then further described in detail in terms of knowledge, skills and attitudes, and empirical evidence (mainly quotes from documents like competence profiles, job descriptions, educational programmes or academic literature) is provided to underpin the overarching significance of the competence in question.

The study concludes by indicating a whole range of ways this competence set may be used by different stakeholder ranging from self-assessment of adult educators to the design of training programmes, the development of quality certificates and standards, or even usage for legislation or sector agreements.

2.5 Summary of discourse and outlook

The mentioned examples showed different ways of approaching the topic of professionalisation. Some approaches ask for the best ways to get access to the profession and how the profession should be developed, by further or initial education (AGADE, EMAE and VINEPAC). It turned out that more insights about the profession are needed to answer this question. One way to get a deeper understanding is to study the situation, the working conditions and the career pathways of the staff in adult education (Q-ACT and ALPINE Studies). Another way is to get more insights into the needed core competencies (Beleid study on competencies).

In summary it can be said that each approach and project made its specific contribution to the aim of the development of the profession in Europe. Moreover, they indicated research gaps which have to be closed in order to get a broader and clearer picture about the profession and its development opportunities. For example, research is needed to investigate the field more thoroughly and focus on different practical contexts of the profession. In terms of development needs, it will be necessary that validation tools like the VALIDPACK and competence profiles be set

up for professional roles other than the teaching role. Furthermore ways of linking somehow comprehensive academic programmes and shorter, flexible training modules should be found. Such links should also provide for recognition of informally acquired competencies.

In order to reach a common European ground it will be necessary to (re-)connect the detailed view on the profession with a broader view proposed by the EQF. Sectoral qualification frameworks on the basis of the EQF, which are currently being worked on, could be useful references when building such links and bridges between different training and qualification pathways

3. The QF2TEACH Project

The QF2Teach project addressed the outlined need for a more detailed view on the profession of adult educators which has to be connected to the structure of the EQF. Instead of developing an overall-competence model which covers all the activities of adult educators the project focuses specifically on competencies of learning facilitators. Aim of the project is to develop a research evidence-based competence model for adult learning facilitators in Europe. The term Learning Facilitators (in Adult and Continuing Education) is used by the project to refer to a variety of professional roles such as teachers, trainers, coaches, guidance and counselling staff and others. What these roles have in common is that a major part of the professional activity takes place in direct contact with the adult learner(s) and consists in initiating, supporting and monitoring the learning processes of these adults (see also above page 1). Learning Facilitator as an umbrella term is thus used to refer to those professional tasks and activities which can be considered to be at the heart of adult education as a professional field. This includes the teaching activity in the traditional sense but also elements of evaluation and assessment, counselling and guidance, as well as the planning of learning activities and the arranging of settings for learning, also including the use of new media and technologies. The outlines of these different types of activities as proposed by Nuissl/Lattke (2008 p. 14 ss) give an idea of the complexity of the Adult Learning Facilitator's role:

Teaching

"Teaching is a classical field of activity. But the notion of teaching itself is changing. With the shift in paradigm towards learner-centred approaches, the activity of teachers is (...)

changing in nature,...” a trend which is apparent through the use of alternative approaches such as facilitating, coaching, moderating etc. (see Freynet 2008). New skills are required of people who teach, such as the planning of settings for learning which differ from traditional classroom courses, for example at the workplace. In many cases people who teach are among the more hidden groups of adult educators – people who only work part-time in the area of adult education, or who do not even consider themselves adult educators because teaching – even under a different name – is only one element of their work.

Counselling and Guidance

Counselling and guidance are also areas whose importance is still on the rise, and this is true in all countries. This especially means counselling learners, which means supporting them in their search for appropriate programmes and in analysing their learning needs. The field of counselling also includes the tasks of setting up and updating information systems and databases and checking relevant information on programmes. Learner counselling also involves guiding learners through the learning process, offering counselling when learning problems crop up or evaluating learning achievements. Sometimes this form of counselling is also seen as being an element of “teaching”; when one considers the skills needed for counselling, however, it would appear appropriate to define it as a field of its own. And last but not least, another very important area of counselling has developed rapidly over the past decade: the validation of individual competencies and the recognition of prior and experiential learning.

Media Use

Media use as a modern part of didactical conceptualisation is still developing at a fast pace. In particular this involves the production and use of learning software for adults, cooperation with IT experts, the development of teaching and learning opportunities with interactive media and on the Internet. It has changed (with blended and e-learning) the whole procedure of developing didactical concepts)

Evaluation

Evaluation has become the magic word when it comes to spending public financial resources whenever it is not legitimised in market structures. But evaluations are becoming ever more important in educational work as well; reviews of teaching quality, measuring learning performance and confirmation of success. The more modules, the more individualised intermediate steps there are in learning paths, the more differentiated the competency profiles of learners which develop, the more evaluation activities also tend to increase. This goes not only for evaluation of continuing education, but also the evaluation (or better yet: the monitoring and assessment) of learners by teachers. And

especially these processes require, as we know, a maximum of specific competencies which are increasingly expected of educationalists.

(Nuissl/Lattke 2008, p. 14 ss.)

There are further types of activity which are relevant to adult education as a professional field. Nuissl/Lattke (2008) distinguish “Programme Planning”, “Management” and “Support” as activity fields, and in addition one might still add “Research” and “Policy Development” for a complete list of core activities covered by various roles of adult education staff. The intention of the QF2TEACH project was however to study in-depth a particular field of activity and its related role rather than covering the whole range of activities and roles in its breadth. Originally, the idea had even been to focus on teaching and the role of a teacher. During the initial discussions in the project, however, it turned out that this notion of “teacher” was too narrow and in many cases not appropriate for referring to “real” persons working with adult learners. For example, in Italy, many adult education staff work in the private sector where they have to facilitate coordinate and manage learning processes in and of a whole organisation. It was general consensus of the project partners that these adult educators were part of the group of professionals to be targeted by the QF3TEACH project. However, the term “teacher” to denote this group was rejected as too narrow by the Italian partners. They pointed to the fact that this term would not resonate whatsoever with the professional group in question and would be considered as inappropriate by them. Therefore a more neutral term was needed. This term should be broad enough to cover more roles than just “teachers” in the traditional sense, and at the same time it should be focused enough to highlight only one particular section in the variety of imaginable professional roles in the field of adult education, namely those professionals who work in direct contact with the adult learners. In the end, the term “Learning Facilitator” was considered appropriate by the project partners to fulfill these too requirements.

So far a competence profile which is empirically derived or able to build consensus has not been developed for Learning Facilitators. What is available, instead, are rather abstract models of professionalisation which have been developed referring to the heterogeneous composition of human resources within the adult education sector. Due to their abstractness these models are often difficult to link to the daily work practice of adult educators. Furthermore, these concepts are mostly “national”

ones and are not related to European issues. Besides the limited focus on learning facilitators the QF2TEACH project has a second distinctive feature. It focuses on European issues and competencies. Its purpose is to provide a basis for a high qualification of teachers, tutors and trainers in adult and continuing education which is needed for the realisation of a European area for lifelong learning. In line with the EU policy the project aims to enhance the transparency of the sector of adult and continuing education on national and transnational levels. Therefore, the project will define a transnational research evidence-based competence model for adult learning facilitators in Europe. By introducing a framework which is standardised and implicates empirically derived qualifications for this target group, the training system for ACE Learning Facilitators in Europe shall become more effective and attractive.

3.1 The evolution of the QF2TEACH project and questionnaire

The QF2TEACH project was able to draw on some preliminary work and discussions which had been conducted in previous years. In 2005 a European Research Group has been established and coordinated by the German Institute for Adult Education. This research group focused its joint work on activity fields, competence profiles and professionalisation pathways of adult education staff throughout Europe. In 2007, a large conference was organised with the support of the European Union to present and discuss the (interim) results of this work with a European expert audience (Grundtvig project Q-Act - Qualifying the Actors in Adult and Continuing Education) Through the activities of the research group – which comprised members from Austria, Sweden, Denmark, France, Germany, Italy, the Netherlands, Poland, Portugal and the UK - a quite comprehensive picture of the state of the art concerning professional development of ACE staff was produced and needs for further research and development were articulated. The Q-Act project produced thus the first broad overview on the activities of adult educators all over Europe topic in a European perspective (Nuissl/Latte 2008). In discussing the research needs to be addressed in future projects, the members of the research group identified unanimously a European Delphi survey on core competencies of adult educators as a particularly relevant research task. This was the beginning of the planning of the QF2TEACH project.

Further milestones on the way towards QF2TEACH were two DIE-financed meeting of the research group for discussing this perspective more in depth. On this occasion the DIE presented a first draft questionnaire as an input for discussion. This draft was as modelled on a questionnaire for a (planned) national Delphi survey on a similar topic. Hence, it reflected to a large extent the German discussion and could not be readily “transferred” to the European level without major changes. However, it constituted a valuable point of departure for the discussions that led to the planning and implementation of the QF2TEACH project. (In the end the national German Delphi survey was not carried out as originally planned but was merged with the QF2TEACH and thus took quite a different shape due to the European character of this project).

The above mentioned first draft questionnaire which was based on the German example and which constituted the original starting point for discussion in the project proposed a structure of five competence areas:

- didactical competencies
- social competencies
- domain-specific competencies [area of expertise]
- personal competencies
- managerial competencies

At an early stage of the discussions it was suggested and agreed by the partners to add “Access and Progression” “Cooperation with the environment” and “Assessment” as additional competence areas. This led to a structure which can still be found to some extent in the final version of the questionnaire (see next chapter). However, this impression might be somewhat misleading as the joint work and discussion on the questionnaire actually led to a fairly complete overhauling of the early questionnaire version. This continued reworking concerned both the structuring of the overall questionnaire, the definition and labelling of the individual competence areas as well as the inclusion or exclusion of particular items under these categories. The different national perspectives, which were based in each case on corresponding desk research and literature review activities of the partners, were far from easy to accommodate in a consistent joint product. The ideas on the relevance of individual items differed considerably within the group. At the same time it was not an option to include each and every item that was considered as relevant by at least one partner. This would have made the questionnaire by far too comprehensive and thus

unmanageable. Thus a balance had to be found to ensure that the questionnaire would not be overloaded and that nevertheless those dimensions which were considered of central importance – personal and interpersonal competencies, didactical and diagnostical skills, skills in the areas of guidance, planning and management – were appropriately represented. At the end of this long and complex process of discussion the partners agreed on a corpus of 74 items which were structured in nine domains. In the following chapter, the research methodology and the instrument will be described in detail.

3.2. QF2TEACH Survey

3.2.1. Methodology - The Delphi-Method

The Delphi-Method was originally (in the 1950s) designed in order to predict military scenario on the basis of sound expert assessments (the name “Delphi-Method” refers to the Delphi-Oracle in ancient Greece). Today the method does not only serve prognostic purposes but is as well applied to evaluation or planning problems. In our case it is used to explore expert assessments concerning present and future core competencies of Learning Facilitators in ACE. The Delphi-Method is an expert-panel research design operating both with standardised as well as with open questions and analysing data both with quantitative as well as with qualitative procedures. Experts are asked in several (usually two or three) waves. For every new wave the results of the foregoing are submitted to the experts who then get the opportunity to reflect and to modify their *independently* uttered opinion on the background of the aggregated feedback of the group. Thus, a *dependent* statistical group opinion is created. This is something specific for the Delphi-Approach. All other approaches which operate with questionnaires try to avoid that the participants of studies effect each other whereas In the case of Delphi studies it is an explicit part of the method (cf. Atteslander 2008, p. 133) Applied to the topic of the QF2TEACH project the course of the research reads as follows:

- 3 In the first wave the experts comment on competencies teachers in Adult and Continuing Education should show.

- 4 The answers are analysed and recorded in terms of trends, counter trends, and variances.
- 5 In order to confirm or to revise the opinions the results of the first wave are then sent back to the experts. On this new basis the opinions that were independently uttered could be reconsidered and – if need be – modified. If experts stick to their deviating opinions they are invited to give reasons for that.
- 6 The poll will be ended a) when the individual opinions can be aggregated into a group opinion, b) when some unequivocal trends are visible, or c) when a consensus cannot be expected anymore.

3.2.2 Designing the instrument – first wave

In the first phase of the QF2TEACH project the research instrument (the questionnaire) was developed. A first draft proposed by the DIE was taken as starting point (see previous chapter). This was redesigned in a complex process based which involved literature analysis in each country, group discussions in the partner consortiums, sharing of work with each partner elaborating proposals for parts of the questionnaire, and the final editing of the instrument by the work package leaders on the basis of the group discussions.. The result was a much differentiated instrument which is structured in three parts. The main part comprised questions on competencies of ACE Learning Facilitators. In the second part the respondents were asked to give their opinions on selected aspects of the development of the occupational and professional field. Aim of this part was to explore the target group's views on policy aspects (e.g. regulation of the field, introduction of standards) relating to the professionalisation of the ACE field. Both parts of the questionnaire were structures by Likert-scales for the measurement of personal settings (Mayer 2008, S. 87). In the third part, the respondents were asked to give some personal particulars.

The first part of the questionnaire, concerning competencies of ACE Learning Facilitators, was structured in nine domains:

- personal qualities,
- interpersonal behaviour and communication with learners,
- cooperation with the external environment,
- planning and management,

- access and progression of learners,
- subject-related, specialist domain,
- monitoring and assessment of learning processes,
- didactical-methodological domain,
- personal development and reflection (see appendix 1).

For The questionnaire started with an open question: “What are in your experience and opinion the main characteristics of professionals who are really competent to help adults learn?” This fist question was followed by questions with respect to each of the nine domains (fig. 7). Within each domain we asked the participants to indicate how important certain qualities, skills or behaviour were in their view to be a competent Adult Learning Facilitator. For each item a rating was to be given on a scale ranging from irrelevant (score = 1) up to indispensable (score = 6) to. A second question for each items asked for the future importance of the quality, skill or behavior. The participants were asked to indicate if the respective item would be of “less importance”, “equally importance”, or “more importance” in 2015 (scored as 1, 2and 3). Each domain ended with two open questions inviting remarks/comments with respect to the proposed list of items. At this point the respondents could also state additional skills or competencies which were missing in their view.

2 First of all we deal with the relevance of competences in a field we named "personal qualities". ACE Learning Facilitators should:

Please choose the appropriate response for each item:

	TODAY THIS IS						2015 THIS WILL BE		
	irrelevant 1	2	3	4	5	indispensable 6	less important	equally important	more important
be empathic	<input type="radio"/>								
be authentic	<input type="radio"/>								
be humourous	<input type="radio"/>								
be attentive	<input type="radio"/>								
be extroverted	<input type="radio"/>								
be altruistic	<input type="radio"/>								
be open minded	<input type="radio"/>								
be emotionally stable	<input type="radio"/>								

Source: QF2TEACH Online-Questionnaire first wave (see also appendendix)

fig. 7: Example Questionnaire first wave: domain “personal qualities”

Appendix 1 contains the complete questionnaire of the first wave.

3.2.3 Sample and features of the response groups – first wave

The sample of the Delphi survey comprised five categories of experts.

- teachers / ACE Learning Facilitators
- heads or managers of educational organisations
- association representatives,
- scientists / researchers who are concerned with Adult and Continuing Education (pedagogues, sociologists, psychologists, economists),
- policy makers (i.e. administrative experts working on lower political levels) engaged in educational (adult oriented) policy.

The first group of experts - ACE Learning Facilitators - was the largest in the sample. Since the subject of the study - “core competencies of ACE Learning Facilitators” – was a matter which involved them personally they were considered to be an important expert group on this matter. However the partners felt it necessary to include other expert groups (researchers and managers etc.) as well in order to ensure that different perspectives on the topic could be taken into account.

On the whole, more than 240 experts were contacted in the partner countries. The number of experts who did finally fill in the questionnaire was 208. They belong to the different subgroups as shown in the following table (fig. 8)¹:

Participants (*n* = 209)

Experts	Number	Percentage
Teachers/adult educators	109	52,2
Heads/managers	44	21,0
Representatives	14	6,7
Researchers	26	12,4
Administrative experts/policy	16	7,7

¹ Please find the different national samples in the respective national reports of the project

Total	209	100.0
-------	-----	-------

fig. 8: Sample – Participants in first wave

3.3. Research results – first wave

3.3.1 Factor analysis and results

In the following the outcomes of the first wave of the Delphi study will be presented in a structure which is different to the one of the nine domains of the first questionnaire. The new structure results from the factor analysis that has been applied to the data. A factor analysis is a multivariate method for uncovering interrelations and effects between two or more variables and it aims on determining influencing factors which are independent from each other (Child 2006). A factor analyses is often used for the task of bundling a huge number of variables in central factors which are important for approaching a certain research question. This was also the case with our first questionnaire. It contained a lot of variables which should be summarized into factors for gaining an empirically derived structure for a competence catalogue for ACE learning facilitators. The use of Likert items in the first wave instrument with respect to the nine domains and the qualities and behavior of the competent adult learning professionals gave the opportunity to make an explorative factor analyses with all the 6-point items. The criteria to decide to admit certain items to factors were: the load of the item on the according factor was greater than .6 and lower than .4 on all the other factors. The outcome of the factor analysis of course did not correspond exactly to the a-priori nine work domains and the accompanying items or contents. The factor analysis showed conversely 10 factors which were somewhat different from the nine work domains (containing the according items). In the following fig. 9 the original work domains and the 10 factors (which were given names by interpretations) with their high Chronbachs Alpha's² are presented in a way that compares the a-priori ideas with the empirical outcomes.

Work domains	Factors	# items	Chronbach's Alpha
'Personal qualities'			
'Interpersonal behavior and communication'	Group management and communication	3	.80

² A high Chronbachs Alpha indicates the interrelatedness of the asked questions and used scales in a questionnaire. In other words it indicates the reliability of the used instrument (Eckstein 2006, p. 299)

	Motivate and inspire	2	.72
	Supporting Learning	4	.86
'Cooperation with the external environment'	Coping with the context	3	.83
	Promoting own teaching offers	5	.80
	Adult Education Information Providing	3	.82
'Planning and management'	Efficient Teaching	2	.69
'Access and progression of learners'			
'Subject-related, specialist domain'	Subject Competence	2	.76
'Monitoring and assessment of learning processes'	Learning process Analyses	6	.90
'Didactical-methodological domain'			
'Personal development and reflection'	Personal Professional Development	13	.95

fig. 9: Factor analysis

The factors with the items belonging to them have a particular meaning. All other items are presented as single contents more or less valuable to the respondents.

The following table (fig. 10) presents the quantitative outcomes of the first wave in accordance to the factors of the factor analysis. The first column describes single items and groups of items which came out of the factor analyses. The factors and the items within have a blue background. The arrow below the scores in the second column indicates that at least 25% of the participants have the opinion that this item will even be more important in 2015.

Mean score (rank) ↑ = (in 2015 at least 25% up)	Today (n=208)
Item (factors in blue)	
- Be open minded	5.41 (1) ↑
- Create a safe learning atmosphere (not intimidating)	5.31 (2)
- Update their domain specific knowledge and skills continuously	5.28 (3) ↑
- Assess the needs of the learner	5.21 (4) ↑
Group Management and Communication (α= .81)	5.19 (5) ↑
- Communicate clearly	
- Manage group dynamics	
- Handle conflicts	
- Enable learners to apply what they have learned	5.13 (6) ↑
Motivate/Inspire (α= .72)	5.08 (7)
- Motivate	

- Inspire	
Efficient Teaching ($\alpha = .69$)	5.06 (8)
- Tailor teaching offers for the needs of specific target groups	↑
- Plan teaching offers according with the resources available (time, space, equipment, etc.)	
- Be emotionally stable	5.06 (9)
	↑
- Be attentive	5.05 (10)
- Be empathic	5.03 (11)
- Be stress-resistant	5.00 (12)
	↑
Subject Competence ($\alpha = .76$)	5.00 (13)
- Have specialist knowledge in their own area of teaching	
- Apply the specialist didactics in their own area of teaching	
Personal Professional Development ($\alpha = .95$)	5.00 (14)
- Orientate themselves to the needs of participants	↑
- Make use of their own life experience within the learning environment	
- Recognise their own learning needs	
- Set their own learning goals	
- Be curious	
- Be creative	
- Be flexible	
- Reflect their own professional role	
- Evaluate their own practice	
- Be self-assured	
- Be committed to their own professional development	
- Cope with criticism	
- See different perspectives	
- Encourage learners to take over responsibility for their future learning processes	5.00 (15)
	↑
Supporting Learning ($\alpha = .86$)	4.98 (16)
- Support informal learning	↑
- Stimulate the active role of learners	
- Have a broad repertoire of methods at their disposal	
- Make use of the participants' life experience in the teaching activities	
- Update their domain knowledge and skills autonomously	4.97 (17)
	↑
- Encouraging collaborative learning among learners	4.96 (18)
	↑
- Analyse learning barriers of the learner	4.95 (19)
	↑

- Be authentic	4.92 (20)
- Design the structure of their teaching offer (in terms of content and time)	4.89 (21)
- Understand the various interests in the context of adult's learning	4.86 (22) ↑
- Provide support to the individual learner	4.86 (23)
- Apply old and new media (including the use of technology)	4.84 (24) ↑
Learning Process Analysis ($\alpha = .90$)	4.82 (25) ↑
- Monitor the learning process	
- Evaluate the learning outcomes	
- Diagnose the learners' learning capacity	
- Assess the entry-level of learners	
- Evaluate the outcome of learning processes	
- Monitor the learning processes of learners	
- Analyse typical barriers that may be faced by adults returning to learning (AP)	4.78 (26) ↑
- (net)work together with a variety of stakeholders	4.76 (27) ↑
- Act considering democratic values	4.72 (28)
- Proceed in a structured way	4.69 (29)
- Know about the societal relevance of their areas of expertise	4.62 (30) ↑
- Diagnose the learning attitude of the learner	4.58 (31) ↑
- Apply adults learning theory in teaching	4.56 (32)
- Diagnose the learning capacities of the learner	4.55 (33) ↑
Coping with the context ($\alpha = .83$)	4.55 (34) ↑
- See their own specialist domain (the subject that is taught) in the wider societal context	
- Recognise the role of public policy for their own specialist domain	
- Recognise the role of institutional policy (e.g. of companies) for their own specialist domain	
Promoting Own Teaching Offers $\alpha = .80$	4.47 (35) ↑
- Conceptualise their teaching offers in terms of learner achievement	
- Think along commercial lines	
- Promote their own teaching/learning facilitation offers on the market (PM)	
- Be thoroughly familiar with organisational characteristics of educational institutions/enterprises they work for	

- Monitor and evaluate the quality of the delivery of teaching offers	
- Have knowledge in neighbouring disciplines of their own area of expertise	4.43 (36) ↑
- Use suitable body language	4.42 (37)
Adult Education Information Providing ($\alpha = .82$)	4.42 (38) ↑
- Refer learners to information on current and future learning opportunities	
- Provide information about further training opportunities in relation to own specialist area	
- Refer learner to information about different external support structures (e.g. grants, childcare)	
- Be humorous	4.07 (39)
- Be extroverted	3.58 (40)
- Be altruistic	3.53 (41)

fig. 10: Outcomes of the first wave

The explorative factor analysis indicates that the main domains used in the questionnaire are not as self-evident as expected because many items within main domains have not been recognised by the respondents (explorative factor analyses across all the countries) as ‘belonging’ together. At the same time these factor analyses shows that the participants do recognise other groups of items as independent factors. These groups of items deriving from the factor analysis were given the following headlines by the research group:

- group management and communication,
- to motivate and inspire,
- efficient (content) teaching,
- (basic) subject competence,
- personal professional development,
- supporting learning,
- learning process analyses.

The items of these factors and some single items that were valuable were used again in the second wave. Valuable in this respect means that these items were high rated in the first wave. In a Delphi study it is of course inevitable to use some sort of arbitrary cut-off score with respect to numbers or percentages. In the case of our Delphi study these arbitrary cut-offs have been based on the following ideas:

- about thirty key tasks³ in a professional profile is the maximum (Hager & Gonczi, 1996),
- high rated items in the first wave have to be confirmed in the second wave⁴, and
- qualitative items have to show very high percentages in the second wave⁵.

3.3.2 Qualitative outcomes and additional items for the second wave

In the open questions the experts were invited make comments on the item lists. This led to a considerable number of additional items proposed by the experts. These items were then included as new items in the questionnaire of the second wave. These items are listed in the table below (fig. 11): study:

Item
Be passionate
Be able to process complex information
Be creative
Be self-confident
Promote, reflect and act according to democratic principles within the learning context (give priority to democratic principles in all activities)
Act in an intercultural or multicultural environment
Negotiate
Communicate with regard to high social and linguistic skills
Act persuasively
Listen actively
Be available/accessible to learners
Engage in collaborative practice with peers (observation of practice, engagement in communities of practice, sharing of good practice)
Lead a working team/an organisation
Use social media to support marketing – the use of social media to call attention to oneself AND/OR to promote the learning offer
Develop and compile dossiers and portfolios
Recognise and build upon learners' prior learning
Develop and implement quality assurance measures
Transfer subject knowledge to industry partners (i.e. the economic sector)
Adopt/adjust to different groups/levels/cultures (equality and diversity) within their professional practice and through effective differentiation
Assist learners to record their own process
Assist learners to provide evidence of their own practice
Apply knowledge of suitable methods and techniques

³ Through comparing the items of the first wave according the means we got a ranking of 30 items to be taken in terms of the second wave of the Delphi. The cut off mean was the overall mean (all countries) of 4.62.

⁴ See page 33

⁵ See page 33.

Coach learners
Engage in mentoring and coaching with colleagues in order to support professional development
Apply general didactical skills
Be a self-reflective learner
Be engaged
Be in a constant exchange with researcher (in the field of adult and continuing education)
Be in a constant exchange with other teachers/trainers
Be able to transfer theory into practical experience and skills using different types of teaching devices

fig. 11: Items added for the second wave

3.4. Research results – second wave

On the basis of the analysis of the first wave the project consortium was able to set up a draft of a transnational catalogue of core competencies of Adult Learning Facilitators in Europe. This catalogue was gained by combining the results of the factor analysis described above with the analysis of the responses to the open questions (see appendix 2 – catalogue).

The questionnaire of the second wave was constructed with a view to validating this first draft of a catalogue. This second questionnaire was structured again in the nine competence domains of the first questionnaire. All items with a mean lower than 4,62 were left out in the second wave. This did not apply, however, to the items proved as belonging to factor through the factor analysis.

On the other hand, the second questionnaire contained additional items within every domain) which had been derived from the qualitative analyses of the open questions (see 3.3.3). In order to validate the transnational catalogue which had been derived from the first wave, the experts were invited to confirm or reject the importance of each single item (competence) by choosing between “yes” or “no”, (see appendix 3 – second questionnaire).

3.4.1 Sample and features of the response groups

Compared with the first wave the sample lost six respondents in the second wave. The loss of a few respondents during different Delphi waves is quite normal. The respondents of the second wave belong to the different subgroups as shown in the following table:

Participants(n = 203)		
Experts	Number	Percentage
Teachers/adult educators	115	56,5
Heads/managers	30	14,8
Representatives	12	6,0
Researchers	28	13,8
Administrative experts/policy	18	8,9
Total	202	100.0

fig 11: Sample - Participants in second wave

3.4.2 Analysis – second wave

All items from the first questionnaire which had been identified as important by the respondents during the first wave were confirmed in the second wave (approval rate of 70% or above). The picture was however different for the new items that had been added as a result from the open questions in the first wave. For these items the limit for being maintained in the transnational competence catalogue was set higher by the consortium: only those items were kept which obtained an approval rate of 90% or above. The higher limit is justified taking into consideration that these items had been newly included in the second wave alone on the basis of statements by individual experts. By contrast, the other items had been included on the basis of the joint work (literature analysis, discussions) of the project consortium and had already been rated as important by the respondents during the first wave.

The following table (fig. 12) shows the approval rates obtained by the new items in the second wave: Of the 30 items 8 (marked with blue background) obtained a rate of 90% or higher and were thus kept in the transnational competence catalogue.

Item	Overall (N=202) 2 wave
Be passionate	67.2%
Be able to process complex information	91.3%
Be creative	87.9%
Be self-confident	84.7%
Promote, reflect and act according to democratic principles within the learning context (give priority to democratic principles in all activities)	78.8%
*Act in an intercultural or multicultural environment	88.2%
Negotiate	68.4%
Communicate with regard to high social and linguistic skills	76.6%
Act persuasively	57.9%
Listen actively	95.4%
Be available/accessible to learners	92.3%
Engage in collaborative practice with peers (observation of practice, engagement in communities of practice, sharing of good practice)	91.0%
Lead a working team/an organisation	55.6%
Use social media to support marketing – the use of social media to call attention to oneself AND/OR to promote the learning offer	70.2%
Develop and compile dossiers and portfolios	59.1%
Recognise and build upon learners' prior learning	89.2%
Develop and implement quality assurance measures	78.0%
Transfer subject knowledge to industry partners (i.e. the economic sector)	56.9%
*Adopt/adjust to different groups/levels/cultures (equality and diversity) within their professional practice and through effective differentiation	89.5%
Assist learners to record their own process	84.8%
Assist learners to provide evidence of their own practice	81.6%
Apply knowledge of suitable methods and techniques	90.8%
Coach learners	87.6%
Engage in mentoring and coaching with colleagues in order to support professional development	81.0%
Apply general didactical skills	88.7%
Be a self-reflective learner	92.9%
Be engaged	88.7%
*Be in a constant exchange with researcher (in the field of adult and continuing education)	70.5%
*Be in a constant exchange with other teachers/trainers	82.0%
Be able to transfer theory into practical experience and skills using different types of teaching devices	95.4%

fig. 12: Approval rates of items added from the qualitative analysis of the first wave

The following table (fig. 13) gives an overview on the overall outcomes first and second wave. The outcomes are represented according to the seven groups which were empirically derived through the factor analysis made after the first wave. Moreover there is a group containing the single items of the first wave (i.e. those items from the first wave questionnaire which the factor analysis did not reveal as belonging to any factor) and another group containing the single items of the second wave (i.e. those items that had been newly added for the second wave – based on the open answers of the first wave - , and which had been rated high during the second wave). The arrow below the scores in the second column indicates that at least 25% of the participants have the opinion that this item will even be more important in 2015.

Groups of Combined and single Items	1st wave (n=208)	2nd wave (n=202)
Group Management and Communication	5.19 (5)	
- Communicate clearly	↑	99
- Manage group dynamics		98
- Handle conflicts		86
Stimulating learning	5.08 (7)	
- Motivate		89
- Inspire		84
Efficient Teaching	5.06 (8)	
- Tailor teaching offers for the needs of specific target groups	↑	94
- Plan teaching offers according with the resources available (time, space, equipment, etc.)		94
Subject Competence	5.00 (13)	
- Have specialist knowledge in their own area of teaching		94
- Apply the specialist didactics in their own area of teaching (SR)		missing ⁶
Personal Professional Development	5.00 (14)	
- Orientate themselves to the needs of participants	↑	93
- Make use of their own life experience within the learning environment		94
- Recognise their own learning needs		95

⁶ Items which are marked as missing were deleted from the second questionnaire for avoiding too much overlapping between the items of the final catalogue.

- Set their own learning goals		90
- Be curious		82
- Be creative		87
- Be flexible		93
- Reflect their own professional role		97
- Evaluate their own practice		97
- Be self-assured		79
- Be committed to their own professional development		95
- Cope with criticism		93
- See different perspectives		96
Supporting Learning	4.98 (16)	
- Support informal learning	↑	89
- Stimulate the active role of learners (DM)		99
- Have a broad repertoire of methods at their disposal		94
- Make use of the participants' life experience in the teaching activities		96
Learning Process Analysis	4.82 (25)	
- Monitor the learning process	↑	95
- Evaluate the learning outcomes		96
- Diagnose the learners' learning capacity – first wave		90
<i>Renamed: Conduct regular formative assessment and learner /teacher dialogues</i>		
- Assess the entry-level of learners		93
'First wave single items'		
- Be open minded	5.41 (1) ↑	95
- Create a safe learning atmosphere (not intimidating)	5.31 (2)	97
- Update their domain specific knowledge and skills continuously	5.28 (3) ↑	97
- Assess the needs of the learner	5.21 (4) ↑	96
- Enable learners to apply what they have learned	5.13 (6) ↑	Missing
- Be emotionally stable	5.06 (9) ↑	83
- Be attentive	5.05 (10)	86
- Be empathic	5.03 (11)	87
- Be stress-resistant	5.00 (12) ↑	84
- Encourage learners to take over responsibility for their future learning processes	5.00 (15) ↑	96
- Encouraging collaborative learning among learners	4.96 (18) ↑	97
- Analyse learning barriers of the learner	4.95 (19) ↑	90
- Be authentic	4.92 (20)	86
- Design the structure of their teaching offer (in terms	4.89 (21)	94

of content and time)		
- Understand the various interests in the context of adult's learning	4.86 (22) ↑	98
- Provide support to the individual learner	4.86 (23)	93
- Apply old and new media (including the use of technology)	4.84 (24) ↑	92
- Proceed in a structured way	4.69 (29)	86
Second wave single new items´		
- Be able to process complex information		91
- Listen actively		95
- Be available/accessible to learners		92
- Engage in collaborative practice with peers (observation of practice, engagement in communities of practice, sharing of good practice)		91
- Apply knowledge of suitable methods and techniques		91
- Apply general didactical skills		89
- Be a self-reflective learner		93
- Be able to transfer theory into practical experience and skills using different types of teaching devices		95

fig. 13: Outcomes of the first and second wave of the Delphi survey

3.4.3 Final Result of the Delphi survey: The transnational catalogue of core competencies of ACE Learning Facilitators

On the basis of the data analysis of the first and second wave the project partners were able to set up the final catalogue of core competencies of ACE Learning Facilitators (table below). The list contains items whose importance has been confirmed during the two waves of the Delphi survey according to the data analysis and applying the threshold values described in the previous chapters. These items are structured in nine groups which represent different key competencies. The first seven of these key competencies are derived from the factor analysis after the first wave. The remaining two key competencies (self-competence and assistance of learners) were built by interpretation which means that items that were considered by the experts as belonging together on the basis of their content were assembled in one group. These two key competencies are composed exclusively of single items, i.e. items which do not belong to one of the factors resulting from the factor analysis. A number of these single items which had received high ratings in the second wave were nevertheless not included in the final transnational catalogue. They constitute a

residual category. The decision not to include a given items was in each case again taken on the basis of interpretation and with a view to avoiding too much overlapping between the items of the final catalogue.

The items of this residual category are the following:

- Be able to process complex information
- Apply knowledge of suitable methods and techniques
- Be a self-reflective learner
- Be able to transfer theory into practical experience and skills using different types of teaching devices
- Engage in collaborative practice with peers (observation of practice, engagement in communities of practice, sharing of good practice)
- Update their domain specific knowledge and skills continuously
- Apply old and new media (including the use of technology)
- Apply general didactical skills
- Design the structure of their teaching offer (in terms of content and time)
- Understand the various interests in the context of adult's learning

The final transnational catalogue of core competencies of ACE Learning Facilitators is shown in fig. 14:

Key Competence 1: Group Management and Communication

- Communicate clearly
- Manage group dynamics
- Handle conflicts

Key Competence 2: Subject Competence

- Have specialist knowledge in their own area of teaching
- Apply the specialist didactics in their own area of teaching

Key Competence 3: Supporting Learning

- Support informal learning
- stimulate the active role of learners
- Have a broad repertoire of methods at their disposal
- Make use of the participants' life experience in the teaching activities

Key Competence 4: Efficient Teaching

- Tailor teaching offers for the needs of specific target groups
- Plan teaching offers according with the resources available (time, space, equipment, etc.)

Key Competence 5: Personal Professional Development

- Orientate themselves to the needs of participants
- Make use of their own life experience within the learning environment
- Recognise their own learning needs
- Set their own learning goals
- Be creative
- Be flexible
- Reflect their own professional role

- Evaluate their own practice
 - Be self-assured
 - Be committed to their own professional development
 - Cope with criticism
 - See different perspectives
- Key Competence 6: Stimulating learning**
- Motivate
 - Inspire
- Key Competence 7: Learning Process Analysis**
- Monitor the learning process
 - Evaluate the learning outcomes
 - Conduct regular formative assessment and learner /teacher dialogues
 - Assess the entry-level of learners
- Key Competence 8: Self-competence**
- Be emotionally stable
 - Be stress-resistant
 - Analyse learning barriers of the learner
 - Be authentic
 - Proceed in a structured way
 - Be open minded
- Key Competence 9: Assistance of learners**
- Create a safe learning atmosphere (not intimidating)
 - Enable learners to apply what they have learned
 - Be attentive
 - encourage learners to take over responsibility for their future learning processes
 - Be empathic
 - Encouraging collaborative learning among learners
 - Provide support to the individual learner
 - Listen actively
 - Be available/accessible to learners
 - Assess the needs of the learner

fig. 14: Transnational catalogue of core competencies of ACE Learning Facilitators

This catalogue as the final result from the Delphi study provides the basis for the second aim of the QF2TEACH project: the development of a concept for a transnational qualification framework for learning facilitators in ACE in terms of transnational expert workshop.

4. Development of a concept for a transnational qualification framework for learning facilitators based on the EQF

On the basis of the Delphi results the QF2TEACH project developed a concept for a transnational qualification framework for ACE learning facilitators. The following chapter describes the procedure which was followed in order to achieve to the final concept.

The aim was to produce a qualification framework which could be linked to the European Qualification Framework for Lifelong Learning (EQF). Consequently it was decided to adopt some important structural elements from the EQF, namely the descriptors in terms of skills, knowledge and competence, and to refer to the level descriptions of the EQF. The consortium developed the final concept in two steps. The first step was developing a first draft concept on the basis of the results of the Delphi study and the second step had the aim to discuss and validate the draft concept in a transnational expert workshop.

4.1 Development of a first draft concept for a transnational QF

For the development of the draft concept the project partners started with drafting descriptors for each of the nine key competencies of the transnational catalogue referring to the levels 5 and 6 of the EQF. The Levels 5 and 6 proved to be the levels that were most relevant in all participating countries. The decision to refer to these two levels was taken in accordance with the professional profile(s) addressed by the project: the Adult Learning Facilitators working mainly in direct contact with the adult learners. According to the EQF descriptors level higher than 6 involve competencies that apply better to professional roles where management and leadership duties make up the most important part of the professional tasks. On the other hand defining descriptors for levels below 5 was rejected by the project partners after some discussions as these levels would not do justice to the complexity of demands that Adult Learning Facilitators have to master in their work.

In drafting descriptors for each key competence the items contained in the respective competence were taken as reference points and landmarks, as it were. This means the descriptors of each key competence had to cover all items contained in a sufficiently explicit way.

This drafting exercise resulted in a description of the nine key competences which was comprehensive but seemed overly complex. Moreover it showed again some overlapping, because when we started to explain in detail what a given item involved in terms of competence, knowledge, skills it appeared that different items could result in similar or at least partly overlapping descriptors.

As a result it was decided to try and condense the descriptions. Closer examination of the nine key competencies revealed that these could meaningfully be grouped together in three categories which were derived by referring to the pedagogical triangle (fig. 15): (Paschen 1979, p. 27):

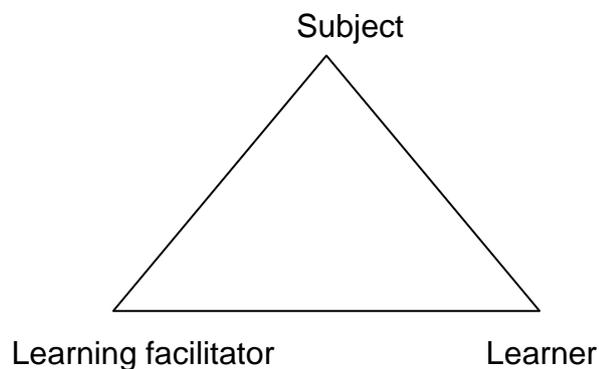


fig. 15: The pedagogical triangle according to Paschen 1979

The triangle describes the three main pedagogic elements which have to be combined during pedagogical settings: the subject, the learning facilitator, and the learner. According to this distinction we nine key competencies were grouped in three categories relating to the (specific-) contents and didactics, the “professional self” and its development, and the assistance for learners, respectively (fig. 16)

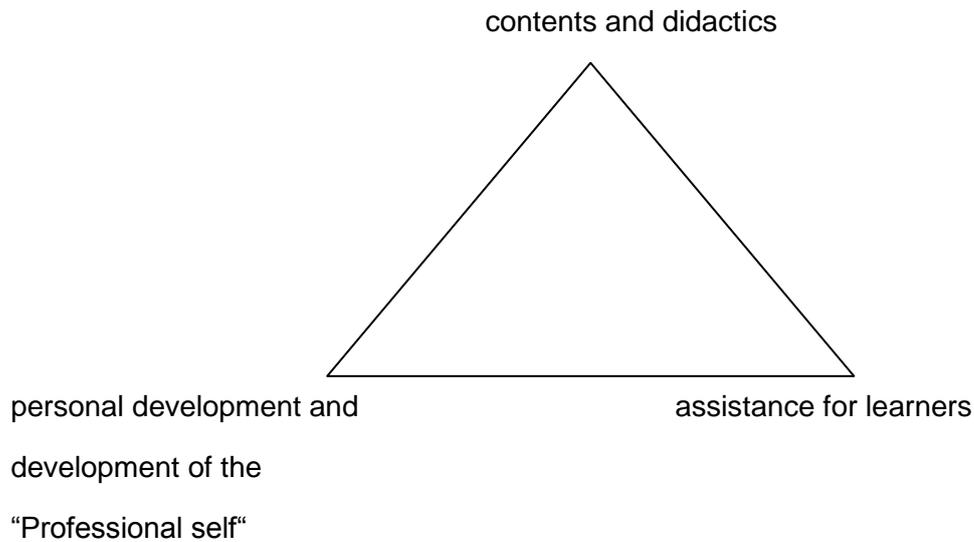


fig. 16: the three key competencies according to the pedagogical triangle

The nine competencies were thus related to the three categories as follows:

- Competence domain personal development and development of the "Professional self"
 - *Personal competence*
 - *Professional development*
- Competence domain content and in didactics
 - *Expertise in the subject that is taught and didactics*
 - *Learning arrangement*
 - *Analysis of learning processes*
- Competence domain assistance for learners
 - *Encourage and motivate learning*
 - *Support Learning*
 - *Care for the learner*
 - *Group Management*

The final step consisted in drafting descriptors, in terms of knowledge, skills and competence, for these three categories. The descriptors produced previously for the nine key competencies were taken as a starting point but were then summarised and

condensed where appropriate. As a result we did receive our draft concept for a transnational qualification framework for ACE learning facilitators⁷.

For achieving the final concept for a transnational QF the consortium conducted a transnational workshop with 12 adult learning experts from the participating countries. All participating experts are engaged in the professionalization of staff in the ACE sector of their country. The task of workshop was to discuss and validate the draft concept for a transnational qualification framework which had been developed on the basis of the Delphi results.

Before the workshop took place the experts had been intensively prepared by the respective national partners partly, they had already been involved in the Delphi survey. This way it was possible start directly with the work on the structure and contents of the draft framework.

The experts had the task to check both the structure and the content of the proposed framework with a view to its relevance and practical applicability in the field. The workshop discussions were accordingly structured in two successive group work sessions. In the first session the experts discussed the general structure of the framework, in the second session they discussed in detail the specific content. The detailed workshop agenda was the following one:

Time	Session
09.00 – 09.30	Welcome message and short presentation of the «Concept for a transnational qualification framework for learning facilitators in adult and continuing education in Europe»
09.30 – 10.00	Short Presentation of the participants. Agreement on tasks, approach and expected outcomes of the group work. Formation of the 3 working groups for the first round.
10.00 – 10.15	Coffee break
10.15 – 11.15	3 Working groups on the QF-concept (feedback on general characteristics and structure)
11.15-12.15.	Presentation of the results of the 3 groups and open debate
12.15 – 12.25	Formation of 3 new working groups for the afternoon
12.30 – 13.30	Lunch
13.30 – 14.15	3 Working groups on competence areas A, B,C ; each group discusses one competence field, as suggested by the EU project leaders)
14.15 – 15.00	Short presentation of the results of the 3 working groups (3x5 min.) + debate (30 min.)
15.00 – 15.20	Coffee break
15.20 – 15.45	Conclusions
15.45 – 16.00	Feedback for to the attention of the project consortium

⁷ For the draft framework see appendix 4.

The experts in the workshop found that the contents represented under the three categories showed some overlapping. They also stressed that the three areas were in practice hardly to separate from one another since they were mutually dependent. Furthermore they stressed that the proposed generic QF was abstracting from any specific context in the field of adult learning and was therefore difficult to apply immediately to contexts such as vocational training, cultural adult education, literacy training, training in companies, work in the voluntary sector, in informal study circles, in the public sector and many more.

During the transnational workshop it appeared that many competence elements that did not survive the two rounds of the Delphi study and could therefore not be taken into account in terms of the developed generic QF (e.g. intercultural skills) were highly relevant to specific adult learning contexts. Regarding this, the experts in the workshops made it very clear that the field requires the development of additional context specific qualification frameworks to supplement the generic QF which has been proposed by the QF2TEACH project. They pointed out that context specific QF's would be more immediately relevant to their actual professional practice.

The same applies to the chosen competence levels (corresponding to the levels 5 and 6 of the EQF). Various experts expressed the desire to have competence descriptions for additional levels as well. In particular, the Italian experts showed an interest in levels higher than 6. On the other hand, the UK experts pointed to their existing national framework which starts at a level below 5. Some experts stressed that one of the functions of a qualification framework could and should be to define professional progression routes and enable access to higher education programmes for the target group of ACE learning facilitators. A qualification framework should help to bridge the gap between academic university based programmes and other forms of professional training.

All in all the experts praised the QF2TEACH project and the developed concept for a transnational QF. They pointed out, that the developed concept provides the possibility to make the high qualitative work of ACE learning facilitators visible and came to the result that the proposed concept for a transnational QF can be described as a generic consensus-driven overarching model which covers the core-elements of the work of ACE learning facilitators.

Besides these general remarks a number of suggestions and remarks regarding individual items of the QF concept were put forward by the experts. Some of these

remarks concerned the precise wording of individual items; other remarks challenged the significance of some items or suggested the inclusion of additional items.

Main points and suggestions put forward during the group work sessions:

General remarks on QF concept

- × *the term “learning facilitator” is a good one; the learner is being placed at the centre; (some precise formulations among the descriptors were however criticised for showing a too conservative notion of teaching)*
- × *structural elements and concepts need to be explained more clearly (e.g. difference between competence and qualifications); some elements are confusing (use of the term “competence” in different parts of the qualification framework framework);*
- × *it should be clear from the QF which parts are from Delphi and which ones are not; the methodology from deriving the QF from the Delphi results should be clearer explained*
- × *the QF framework should be presented as a proposal and an input for further discussion rather than a “complete” product; it should be open for further dialogue – rather than saying “this is it”*
- × *objectives, principles and limits of the QF concept should be reflected and explained to the target group;*
- × *the QF concept has a good potential for adaption thanks to its generic character;*
- × *the three domains as defined by the QF concept were largely seen as a good structure which however shows some overlap;*

Link to EQF

- × *link to EQF: some experts were critical about the EQF structure as such and feel the QF concept should also be more critical with regard to EQF; by contrast, other experts asked that the QF concept be more clearly mapped to the EQF;;*
- × *some experts found it problematic in general to split up into small pieces the competence of adult learning facilitators; the reality is a complex holistic one; danger of technicalising the professional development of ACE facilitators;*
- × *the definition of levels was seen as problematic by some experts; “context” is a more important variable than “level”; learning is always linked to a social/cultural context;*

undervalued dimensions / Proposal for additions

- *the dimension of transformative learning should be more present in the framework; the role of facilitators should include strong explicit democratic values – their role is to have impact / change*
- *informal learning should be more highlighted and valued in the framework;*
- × *peer support and peer learning should be more stressed in the framework;*
- × *inclusivity and deep learning might be more highlighted*
- × *an annex on core values and beliefs should be added since this dimension is not sufficiently apparent in the EQF structure*

fig. 17: main comments on the QF proposal resulting from the transnational expert workshop

4.2. Strengths and weaknesses of the chosen approach and the proposed concept for a transnational QF

For developing a research based concept for a transnational QF for ACE learning facilitators of high quality which meets the requirements of the adult learning sector in all participating countries the project consortium chose an approach which combines a Delphi study with different expert workshops. This approach turned out to be rather complex. The national perspectives on the project objectives were very different right. On the other hand, the chosen Delphi methodology is aimed at building a consensus

and provides, by definition, no opportunity to take account of the different national contexts. This proved to be a challenge for the project.

This chapter reflects on difficulties, strengths and weaknesses of the projects approach and the final outcome: For doing so we make quotations out of papers which the partners have written in order to reflect on their perspective concerning the projects approach and its main outcome: A concept for a transnational qualification framework for ACE learning facilitators.

For the reason of choosing the Delphi methodology the proposed QF can be characterized in some cases as strong and in some cases as weak. The main strong point is that the transnational QF can be described as consensus-driven overarching model which covers the core-elements of the work of ACE learning facilitators. In accordance with the described procedure of the Delphi method the proposed concept has been built on consensus between the participating experts. The framework is conceived in a way that it can apply to the whole field of adult learning. The weak point is that the proposed concept provides no individual and context specific standards which could provide detailed descriptions of all qualifications needed in all the different specific working contexts of adult learning facilitators in the participating countries. For example, the methodology implied that competence elements which received a ranking below a certain average value in the first wave were no more considered in the drafting of the qualification framework.

These strong and weak aspects came especially into light in terms of the expert workshops. During the expert workshops it appeared that many of the items which were not included in the generic qualification framework are highly relevant to specific adult learning contexts. Since there was no general consensus about these items in the two waves of the Delphi study they were not included in the generic qualification framework, but it had become very clear that the field required the development of additional context specific qualification frameworks to supplement the generic one and make it more immediately relevant to the actual professional practice.

The same applies to the competence levels chosen. Levels 5 and 6 proved to be the levels that were most relevant in all participating countries. However, the desire to have competence descriptions for a lower or a higher level was often stated by individual project partners or experts involved in the project. The Romanian partner argued that the framework must be further developed for the levels 4 and 7 as well:

“In Romanian perspective by linking the national qualification framework with the EQF and by correlate it with EQF levels it will increase mobility, being a great opportunity for national adult learning facilitators to get across the boundaries and to practice their profession. But, the limitation to only the 5th and 6th level of the EQF might not have enough relevance for Romania. Considering that the term ACE learning facilitator covers more roles and divers professions, and also there are many pathways for becoming a professional in adult education, we consider that maybe in the future an extension of the levels is needed, by introducing in the transnational qualification framework the 4th and 7th levels of EQF.”

The Italian partner stated that it will be necessary to describe the qualifications up to level 8:

“In Italy the discourse is different. In Italy an Adult Educator is situated between the 6°, 7° and 8° level of EQF, because the 5° level is considered adequate for an operator who is in possess of an high school diploma and not with a first level degree. It’s fundamental, for our country, that only that people who reach a bachelor degree should be educators or trainers.”

Context specific qualification frameworks which can and should be developed in the future will therefore not only contain more specific competence descriptions but are also likely to cover additional levels of competence as appropriate to the context in question.

4.3. The Concept for a transnational qualification framework for learning facilitators in adult and continuing education in Europe

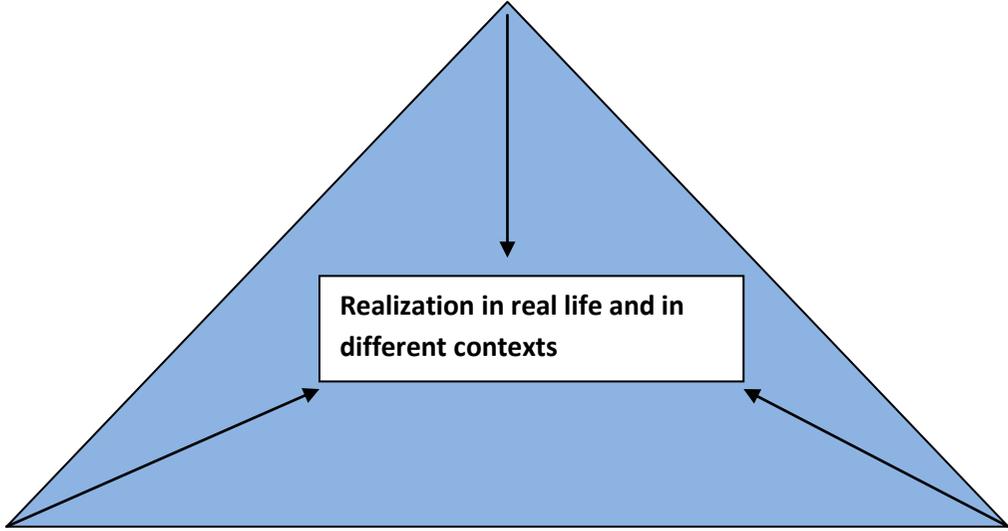
The concept of the qualification framework for adult learning facilitators is structured on *three competences areas/ domains*. For its realization the pedagogical triangle was used. The pedagogical triangle describes the three main pedagogic elements which have to be combined during pedagogical settings: the subject, the learning facilitator, and the learner. According to this distinction we are able to group the core competences into three *competence-areas*:

- Contents and didactics (subject related core-competences)
- Personal development and development of the “professional self” (core-competences related to the learning facilitators)
- Assistance for learners (core-competences related to the learner)

The pedagogical triangle has to be seen as an analytical category. In real life it is the task of the learning facilitators to realize and combine all three competence-areas in their social and working context as teacher, trainer, coach, and counselor for example. In our model this is displayed as following:

- Realization in real life and different contexts

Competence-area
Contents and didactics



Competence – area
*Personal development and development of the
“Professional self”*

Competence – area
Assistance for learners

Competence-domain – Personal development and development of the "Professional self"

- Personal competence
- Professional development

Competence-domain - Contents and didactics

- Expertise in the subject that is taught and in didactics
- Learning arrangement
- Analysis of learning processes

Competence-domain – Assistance for learners

- Encourage and motivate learning
- Support learning
- Care for the learner
- Group management

Realization in different Contexts⁸

The description of the qualification framework follows the structure of “The Europeans Qualification Framework for Lifelong Learning (EQF)” on qualification level 5 and 6⁹. Since we transfer the competence elements and core-competences which we have identified in our Delphi survey by into the structure of the

⁸ Since the proposed concept for a qualification framework follows the structure of “The Europeans Qualification Framework for Lifelong Learning (EQF)” which aims on developing generic qualifications frameworks that are abstract to the different social and working contexts of ACE learning facilitators, we did not take account of the context issue in the detailed descriptions of our framework. The different context aspects will be of importance for issues of translating and specifying the generic framework for different contexts within the broad field of adult learning (e.g. citizenship education, work-based learning, personal development training etc.)

⁹ See also appendix 1

	<p>with stress</p> <ul style="list-style-type: none"> - knowledge of current activities of networks supporting the professionalization of teaching in adult and continuing education - psychology (self-perception and perception by others, as well as body language and self-representation) - particularities and limits of the professional role - are aware of their limits concerning knowledge resources for a more abstract reflection and justification of their actions. 	<p>currently on the agenda of professional actors and networks in the field. In addition, they are ready to get familiarized with new teaching-learning contexts and to work in them. In these contexts they acquire skills for the specific application of different strategies of verbal and non-verbal communication. They have internalized their communication strategies so far that their action appears authentic, self-confident and natural.</p> <ul style="list-style-type: none"> - distinguish between themselves as a person and their professional role. This enables them to carry out their work in the long run on a sustained basis. - use strategically techniques of relaxation and self-reflection. 	
	<p>Knowledge – Level 6</p>	<p>Skills – Level 6</p>	<p>Responsibility and Autonomy – Level 6</p>
	<p>Adult learning facilitators have extensive/ advanced knowledge in the field of work and in the following areas:</p> <ul style="list-style-type: none"> - Assessment of learning needs and attainments levels 	<p>Adult learning facilitators use advanced cognitive and practical skills demonstrating mastery and innovation in solving complex tasks in their specialized field of work: They:</p> <ul style="list-style-type: none"> - have high biographical competence being able to critically review their career development in 	<p>Adult learning facilitators:</p> <ul style="list-style-type: none"> - manage the development of the professional self - assume responsibility for managing the career

	<ul style="list-style-type: none"> - Methods of self-reflection and self-evaluation - creativity techniques - relaxation techniques and methods to deal with stress - knowledge of current activities of networks supporting the professionalization of teaching in adult and continuing education - Psychology (self-perception and perception by others, as well as body language and self-representation) - Specificity and limits of the professional role - Theories and principles regarding adult educator's professionalization - Specifics of professionalization in adult and continuing education 	<p>the context of societal and professional developments consistently.</p> <ul style="list-style-type: none"> - are able to switch flexibly between different target groups, topics and teaching-learning contexts. - are involved and work as active members in professional networks for the purposes of their own career development and for the development of the professional group. - are able to reflect critically on their own career development and on the development of the entire profession and link this to the overall context. This is based on their knowledge of the profession theories, principles and specificity in adult and continuing education. 	<p>development of other teachers/ trainers/ adult educators</p> <ul style="list-style-type: none"> - take responsibility for managing the professional development of individuals and groups - assume responsibility for decision making in various work contexts
--	--	---	---

Competence-domain - Contents and didactics

Core-Competences	Knowledge – Level 5	Skills – Level 5	Responsibility and Autonomy – Level 5
<p>Expertise in the subject that is thought and in didactics¹³</p> <p>Learning arrangement¹⁴</p> <p>Analysis of learning processes¹⁵</p>	<p>Adult learning facilitators have comprehensive, specialized, factual and theoretical knowledge:</p> <ul style="list-style-type: none"> - in the specialized work field and the corresponding subject-specific didactics - of the principles and special features of adult learning - of macro-didactic action - about the specific target groups in their field of adult and continuing education - concerning the use of learning media / 	<p>Adult learning facilitators:</p> <ul style="list-style-type: none"> -are able to impart subject knowledge in a didactically structured way and have a wide methodological spectrum to make even fairly abstract issues accessible to learners. -have comprehensive skills and experience in transferring subject knowledge to different target groups - have extensive experience and skills in the proficient use of different learning materials / media in their usual teaching-learning context. -are able to use existing space in a 	<p>Adult learning facilitators:</p> <ul style="list-style-type: none"> - manage and control the didactic transfer of their subject knowledge in familiar teaching and learning contexts - monitor and supervise the learners' progress. - undertake professional development in their subject discipline - are able to arrange the learning process (focus on the learner) - are able to adapt the available resources to different target groups and learning

¹³ Competence elements from the questionnaire which have been taken into consideration: Expertise in their field of teaching; Applying subject-specific didactics in their field of teaching

¹⁴ Competence elements from the questionnaire which have been taken into consideration: Adjusting the learning opportunities to meet the needs of specific target groups; Planning the learning opportunities in accordance with the available resources (time, space, materials, etc.)

¹⁵ Competence elements from the questionnaire which have been taken into consideration: Accompany, monitor and manage learning processes; Evaluate the learning processes; Assess the basis (starting situations) of learners; Assess the learners' needs; Conduct formative assessments of learners; Evaluation of the learning outcomes

	<p>materials tailored to different audiences</p> <ul style="list-style-type: none"> - concerning the creation of learning environments - of trends in adult and continuing education - about various teaching and evaluation methods and tools (e.g. test, learning diaries) and their respective areas of application - about assessment techniques of learning needs and attainment levels 	<p>productive way for supporting the learning progress.</p> <ul style="list-style-type: none"> -are able to use their extensive knowledge in the fields of biographical learning and macro-didactic action as well as of appropriate methods for the assessment of learning outcomes ensuring that learning progress will be documented and made visible. 	<p>environments</p> <ul style="list-style-type: none"> - planning their teaching offers and keep them constantly up with new developments and trends in adult and continuing education
	<p>Knowledge – Level 6</p>	<p>Skills – Level 6</p>	<p>Responsibility and Autonomy – Level 6</p>
	<p>Adult learning facilitators have advanced knowledge:</p> <ul style="list-style-type: none"> - in their field of activity/ work, in the respective subject-specific didactics, and in micro-and macro-didactic action. - concerning diverse target groups and current trends in adult and continuing education. - - concerning the creation of different learning environments and materials, as 	<p>Adult learning facilitators:</p> <ul style="list-style-type: none"> - have advanced skills and experience in transferring subject knowledge to different target groups. - are able to use their experience in an innovative way in teaching and learning unfamiliar contexts - are able to use a variety of learning materials and media in many different 	<p>Adult learning facilitators:</p> <ul style="list-style-type: none"> - have relevant experience in imparting subject knowledge in a variety of teaching-learning contexts - are able to adapt their teaching offers to a variety of target groups and learning environments - are able to use various or inadequate resources in a productive way

	<p>well as theories of time and perception of time for a critically-reflexive planning and implementation of their teaching.</p> <ul style="list-style-type: none"> - make learning progress visible by using different evaluation methods and instruments (e.g. test, learning diaries) according with the context and purpose for use. 	<p>teaching and learning contexts.</p> <ul style="list-style-type: none"> - they are able to contexts deal productively with the given spatial conditions of the different teaching and learning contexts - are able to take advantage of unforeseen and unpredictable situations in a creative way for their teaching. - are able to make use of the experience resulting from new learning and teaching situations in the planning and implementation of their future teaching. - have advanced competences in micro-and macro-didactic action - are able to offer support to other teachers/ trainers/ adult educators in analyzing, monitoring, guidance and evaluation of learning processes. - use appropriate methods for teaching and assessing learning outcomes - ensure that progress and performance of the learners is documented and they use this information for the development of teaching and learning methods. 	<ul style="list-style-type: none"> - use in a creative way the potential of the different target groups. - planning their learning opportunities and they keep constantly up to date on new developments and trends in the field of adult and continuing education - link the developments in adult and continuing education field with the planning of their own teaching as well as with their responsibility for the career development of other teachers. - adapt their approach to a variety of teaching-learning contexts and make informed choices from a variety of methods for monitoring and evaluation of learning. - support other teachers/ trainers/ adult educators in increasing their skills in analyzing learning processes - take responsibility for managing professional development of individuals and groups
--	---	--	---

Competence-domain – Assistance for learners

Core-Competences	Knowledge – Level 5	Skills – Level 5	Responsibility and Autonomy – Level 5
<p>To manage groups and management in groups¹⁶</p> <p>Care for the learner¹⁷</p> <p>To encourage learning and motivate¹⁸</p>	<p>Adult learning facilitators:</p> <ul style="list-style-type: none"> - have comprehensive knowledge in educational psychology, learner-oriented teaching methods and know the mechanisms of self-perception and perception of others - have comprehensive knowledge of motivation techniques and methods - are able to deal with learning barriers - have knowledge about the variety of learning environments, conflict management and dealing in a pedagogical way the group work 	<p>Adult learning facilitators:</p> <ul style="list-style-type: none"> -are learner oriented and are able to help learners to recognize informal learning as valuable learning - empathizes with learners - are able to recognize the strengths of the individual learner and know how to use them in a productive way for a joint and mutual learning. - are able link the learning to the learners' life experiences (if these are known to them), thus enhancing the relevance of the learning to the learners 	<p>Adult learning facilitators:</p> <ul style="list-style-type: none"> - are able to communicate effectively with learners - are able to support the learning in familiar learning contexts, in a learner orientated and empathic manner - know how to motivate and to inspire learners to start and continue learning

¹⁶ Competence elements from the questionnaire which have been taken into consideration: Communicate clearly; Manage group dynamics; Handle conflicts

¹⁷ Competence elements from the questionnaire which have been taken into consideration: Support informal learning; Stimulate the active role of learners; Have a broad repertoire of methods at their disposal

¹⁸ Competence elements from the questionnaire which have been taken into consideration: Create a safe learning atmosphere (not intimidating); Enable learners to apply what they have learned, Be attentive; Encourage learners to take over responsibility for their future learning processes; Be empathic, Encouraging collaborative learning among learners, Provide support to the individual learner; Assess the needs of the learner

<p>Support learning¹⁹</p>	<ul style="list-style-type: none"> - have basic knowledge of coaching and counselling - know techniques and methods for motivating learners to make use of professional coaching and counselling offers. - know the basics of communication and organization theories. - able to reflect their actions and to see them in a broader context 	<ul style="list-style-type: none"> - know and make creative use of motivation techniques and psychological knowledge. -are able to tailor pedagogical methods to the requirements of the learners -are experienced in applying in a creative manner communication and de-escalation strategies - are able to provide learning advice and to use coaching strategies. 	<p>activities</p> <ul style="list-style-type: none"> -are able to provide a purposeful learning support through referring to the individual experiences of the learners -are able to support and manage group processes in familiar learning contexts -are able to monitor the learning processes and give relevant learning advice.-
	<p>Knowledge – Level 6</p>	<p>Skills – Level 6</p>	<p>Responsibility and Autonomy – Level 6</p>
	<p>Adult learning facilitators:</p> <ul style="list-style-type: none"> - have advanced knowledge in learner-oriented teaching methods - are able to realize the didactical principal within diverse learning contexts by using their advanced knowledge in educational psychology and of the mechanisms of self- 	<p>Adult learning facilitators:</p> <ul style="list-style-type: none"> - have advanced psychological knowledge and in the center of their actions is the learner Have an advanced learner orientation and are able to help learners to recognize informal learning as valuable learning 	<p>Adult learning facilitators:</p> <ul style="list-style-type: none"> - are able to communicate effectively with learners -are experienced in supporting and managing learning in a variety of teaching and learning

¹⁹ Competence elements from the questionnaire which have been taken into consideration: Motivate; Inspire

	<p>perception and perception of others.</p> <ul style="list-style-type: none"> - have advanced knowledge about the specifics of diverse social learners' environments -have advanced knowledge in motivation techniques, learning strategies and broad experience in handling learning barriers - are able to adapt their actions flexibly to the requirements of different learning contexts - have advanced knowledge in the field of group education and conflict management and can make flexible use of this knowledge for reflecting and justifying their own actions. <p>They have a highly advance knowledge of research on target groups and milieus. Furthermore they have advanced knowledge on biographical research and on organizational theories. They can draw upon this knowledge in order to critically reflect on everyday situations and relate them to theoretical concepts.</p>	<ul style="list-style-type: none"> - are able to reflect their actions and the limits by referring to theories of educational philosophies - are able to make learning attractive in diverse learning contexts by relating the learning activity to the specific living situation of learners -are able to overcome learning barriers by making use of motivational techniques -are able to reflect critically the use of motivators by using their advanced knowledge of the educational psychology -are able to motivate learners to adopt an open attitude towards learning on the basis of their experience in various teaching-learning environments -have extensive experience in working with groups - have a broad portfolio of communication and de-escalation strategies which is used in an innovative and flexible way to manage complex group processes (e.g. future workshops) 	<p>contexts, in a learner-centered, sensitive and individual way</p> <ul style="list-style-type: none"> -are able to manage unpredictable group processes - are able to assist and support other teachers/trainers/ adult educators
--	---	---	---

5. Literature

- Atteslander (2008): Methoden der empirischen Sozialforschung. 12th Edition. Berlin
- Bernhardsson, N./Lattke, S. (2011): Initial stages towards adult educational professional development in a European perspective – some project examples. In: Strauch u.a. (eds.): Flexible pathways towards professionalisation. Senior adult educators in Europe. Bielefeld, p. 21-35
- Child, D (2006): The essentials of factor analysis. 3rd Edition. London.
- EAEA (ed.) (2001): An analysis of the adult education projects. Socrates programme 1995 – 1999. Messages for the future. Authors: Sigi Gruber and Judith Summers
- Egetenmeyer, R./Lattke, S. (2007): The EMAE-Project. Developing and Implementing a multinational Master's Programme in Adult Education. URL: www.die-bonn.de/doks/egetenmeyer0701.pdf
- Eckstein, P.P. (2006): Angewandte Statistik mit SPSS. Praktische Einführung für Wirtschaftswissenschaftler. Wiesbaden.
- Hager, P./ Gonczi, A. (1996). What is competence? Medical teacher, 18 (1), p. 15-18.
- IREA (ed.) (2008): Handbook for the use of Validpack for the validation of psychopedagogical adult-educator's competences. Timisoara
- Jäger, T./Irons, J. (ed.) (2006): Towards becoming a good adult educator. Resource book for adult educators. URL: http://www.vabaharidus.ee/public/files/LPIA_Agade_A4.pdf
- Mayer, H. O. (2008): Interview und schriftliche Befragung. Entwicklung – Durchführung – Auswertung. 4th Edition. Oldenburg
- Nuissl, E./Lattke, S. (eds) (2008): Qualifying adult learning professionals in Europe. Bielefeld
- Nuissl, E. (ed.) (1999): Adult Education and Learning in Europe. Evaluation of the Adult Education Action within the Socrates Programme. Frankfurt am Main
- Nuissl, E./Lattke, S. (Hrsg.) (2008): Qualifying adult learning professionals in Europe. Bielefeld
- Paschen, D. (1979): Logik der Erziehungswissenschaft. Düsseldorf.
- Research voor Beleid/Plato (2008): ALPINE – Adult Learning Professions in Europe. A study of the current situation, trends and issues. Final report. Zoetermeer

Research voor Beleid (2010): Key competences for adult learning professionals. Contribution to the development of a reference framework of key competences for adult learning professionals. Final report. Zoetermeer

6. Appendixes

Appendix 1: QF2TEACH Questionnaire first wave

Appendix 2: Interim result – Concept catalogue of core competences for Learning Facilitators in ACE

Appendix 3: QF2TEACH Questionnaire second wave

Appendix 4: Draft concept proposed at the transnational expert workshop on 6 September 2011

Appendix 5: The Europeans Qualification Framework for Lifelong Learning (EQF) (p. 12-13)

6.1 Appendix 1: QF2TEACH Questionnaire first wave

			National Institute of Adult Continuing Education (NIACE)
	Project Coordinator: German Institute for Adult Education (DIE) e.V.		Stockholm University (SU) – Department of Education
	University of Groningen (RUG)		Nicolas Copernicus University (UMK), Faculty of Pedagogy
	Romanian Institute for Adult Education (IREA)		Dipartimento di Scienze dell'Educazione e dei Processi Culturali e Formativi (UNIFI)

This project has been funded with support from the European Commission. This publication reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

Core competences of ACE Learning Facilitators

The German Institute for Adult Education (DIE) in collaboration with researchers from seven other European countries (England, Italy, Poland, Romania, Sweden, Switzerland, The Netherlands) is conducting a study on key competences which **Learning Facilitators in Adult and Continuing Education** - short: **ACE Learning Facilitators** - should hold today and in the near future (2015).

The term **ACE Learning Facilitators** refers to a variety of professional roles such as **teachers, trainers, coaches, counsellors, consultants** and **others**. What these roles have in common is that a major part of the professional activity takes place **in direct contact** with the adult learner(s) and consists in initiating, supporting and monitoring the learning processes of these adults. The professional activity may take place in different domains of ACE, such as vocational education, corporate and functional education, social and moral education or cultural and arts education. The aim of the research is to create knowledge on key competences of ACE Learning Facilitators both from a transnational and from different national perspectives.

Such knowledge may in the future orientate the development of qualification measures for these Learning Facilitators. In addition it may support the validation of the competences that these Learning Facilitators have already acquired. To reach its aim the research draws on the expert knowledge of the Learning Facilitators themselves as well as of other ACE experts. These experts are invited to contribute as respondents to the following questionnaire and to provide - from the perspective of their daily work - their assessment of the importance of various competences.

Let's get started: Just supposed

1 What are in your experience and opinion the main characteristics (knowledge, skills, attitudes, personal attributes) of professionals who are really competent to help adults learn? Please give us your personal Priority-List! (5-10 characteristics)

You may answer in note form or in full sentences.

Core competences of ACE Learning Facilitators

In this section we invite you to give us your personal opinion concerning the relevance of the respective competence for today. Then we invite you to estimate how this relevance might change in the future.

2 First of all we deal with the relevance of competences in a field we named "personal qualities".

ACE Learning Facilitators should:

(Please choose the appropriate response for each item.)

Today this is...

	irrelevant 1	2	3	4	5	indispensabl e 6
be empathic	<input type="radio"/>					
be authentic	<input type="radio"/>					
be humourous	<input type="radio"/>					
be attentive	<input type="radio"/>					
be extroverted	<input type="radio"/>					
be altruistic	<input type="radio"/>					
be open minded	<input type="radio"/>					
be emotionally stable	<input type="radio"/>					

2015 this will be...

	less important	equally important	more important
be empathic	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
be authentic	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
be humourous	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
be attentive	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
be extroverted	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
be altruistic	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
be open minded	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
be emotionally stable	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

3 If there are any competences that you think will become more important in the future, please indicate why.

Please write your answer here:

4 Do you have any remarks or comments concerning any competence listed so far?

If so: Please let us know! Write your answer here:

5 Now we deal with the relevance of competences in a field we named "interpersonal behaviour and communication with learners".

ACE Learning Facilitators should be able to:

(Please choose the appropriate response for each item.)

Today this is...

	irrelevant 1	2	3	4	5	indispensable 6
motivate	<input type="radio"/>					
inspire	<input type="radio"/>					
use suitable body language	<input type="radio"/>					
communicate clearly	<input type="radio"/>					
manage group dynamics	<input type="radio"/>					
handle conflicts	<input type="radio"/>					
act considering democratic values	<input type="radio"/>					

2015 this will be...

	less important	equally important	more important
motivate	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
inspire	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
use suitable body language	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
communicate clearly	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
manage group dynamics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
handle conflicts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
act considering democratic values	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

6 If there are any competences that you think will become more important in the future, please indicate why.

Please write your answer here:

7 Do you have any remarks or comments concerning any competence listed so far?

If so: Please let us know! Write your answer here:

8 Now we deal with the relevance of competences in a field we named "cooperation with the external environment".

Adult Learning Facilitators should be able to:

(Please choose the appropriate response for each item.)

Today this is...

	irrelevant 1	2	3	4	5	indispensable 6
understand the various interests in the context of adult's learning	<input type="radio"/>					

see their own specialist domain (the subject that is taught) in the wider societal context	<input type="radio"/>					
recognise the role of public policy for their own specialist domain	<input type="radio"/>					
recognise the role of institutional policy (e.g. of companies) for their own specialist domain	<input type="radio"/>					
(net)work together with a variety of stakeholders	<input type="radio"/>					

2015 this will be...

	less important	equally important	more important
understand the various interests in the context of adult's learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
see their own specialist domain (the subject that is taught) in the wider societal context	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
recognise the role of public policy for their own specialist domain	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
recognise the role of institutional policy (e.g. of companies) for their own specialist domain	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
(net)work together with a variety of stakeholders	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

9 If there are any competences that you think will become more important in the future, please indicate why.

Please write your answer here:

10 Do you have any remarks or comments concerning any competence listed so far?

If so: Please let us know! Write your answer here:

11 Now we deal with the relevance of competences in a field we named "planning and management".

Adult Learning Facilitators should be able to:

(Please choose the appropriate response for each item.)

Today this is...

	irrelevant 1	2	3	4	5	indispensable 6
tailor teaching offers for the needs of specific target groups	<input type="radio"/>					
plan teaching offers according with the resources available (time, space, equipment etc.)	<input type="radio"/>					
conceptualise their teaching offers in terms of learner achievement	<input type="radio"/>					
design the structure of their teaching offers (in terms of content and time)	<input type="radio"/>					
think along commercial lines	<input type="radio"/>					
promote their own teaching/learning facilitation offers on the market	<input type="radio"/>					
be thoroughly familiar with organisational characteristics of educational institutions / enterprises they work for	<input type="radio"/>					
monitor and evaluate the quality of the delivery of teaching offers	<input type="radio"/>					

2015 this will be...

	less important	equally important	more important
tailor teaching offers for the needs of specific target groups	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
plan teaching offers according with the resources available (time, space, equipment etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
conceptualise their teaching offers in terms of learner achievement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
design the structure of their teaching offers (in terms of content and time)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
think along commercial lines	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
promote their own teaching/learning facilitation offers on the market	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
be thoroughly familiar with organisational characteristics of educational institutions / enterprises they work for	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
monitor and evaluate the quality of the delivery of teaching offers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

12 If there are any competences that you think will become more important in the future, please indicate why.

Please write your answer here:

13 Do you have any remarks or comments concerning any competence listed so far?

If so: Please let us know! Write your answer here:

14 Now we deal with the relevance of competences in a field we named "access and progression of learners".

Adult Learning Facilitators should be able to:

(Please choose the appropriate response for each item.)

Today this is...

	irrelevant 1	2	3	4	5	indispensable 6
refer learners to information on current and future learning opportunities	<input type="radio"/>					
provide information about further training opportunities in relation to own specialist area	<input type="radio"/>					
refer learners to information about different external support structures (e.g. grants, childcare)	<input type="radio"/>					
analyse typical barriers that may be faced by adults returning to learning	<input type="radio"/>					
encourage learners to take over responsibility for their future learning processes	<input type="radio"/>					
assess the entry-level of learners	<input type="radio"/>					

2015 this will be...

	less important	equally important	more important
refer learners to information on current and future learning opportunities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
provide information about further training opportunities in relation to own specialist area	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
refer learners to information about different external support structures (e.g. grants, childcare)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
analyse typical barriers that may be faced by adults returning to learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
encourage learners to take over responsibility for their future learning processes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
assess the entry-level of learners	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

15 If there are any competences that you think will become more important in the future, please indicate why.

Please write your answer here:

16 Do you have any remarks or comments concerning any competence listed so far?

If so: Please let us know! Write your answer here:

17 Now we deal with the relevance of competences in a field we named "subject-related, specialist domain".

Adult Learning Facilitators should be able to:
 (Please choose the appropriate response for each item.)

Today this is...

	irrelevant 1	2	3	4	5	indispensable 6
have specialist knowledge in their own area of teaching	<input type="radio"/>					
have knowledge in neighbouring disciplines of their own area of expertise	<input type="radio"/>					
apply the special didactics in their own area of teaching	<input type="radio"/>					
enable learners to apply what they have learned	<input type="radio"/>					
know about the societal relevance of their area of expertise	<input type="radio"/>					
update their domain specific knowledge and skills continuously	<input type="radio"/>					
update their domain specific knowledge and skills autonomously	<input type="radio"/>					

2015 this will be...

	less important	equally important	more important
have specialist knowledge in their own area of teaching	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
have knowledge in neighbouring disciplines of their own area of expertise	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
apply the special didactics in their own area of teaching	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
enable learners to apply what they have learned	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
know about the societal relevance of their area of expertise	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
update their domain specific knowledge and skills continuously	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
update their domain specific knowledge and skills autonomously	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

18 If there are any competences that you think will become more important in the future, please indicate why.

Please write your answer here:

19 Do you have any remarks or comments concerning any competence listed so far?

If so: Please let us know! Write your answer here:

20 Now we deal with the relevance of competences in a field we named "monitoring and assessment of learning processes".

Adult Learning Facilitators should be able to:
 (Please choose the appropriate response for each item.)

Today this is...

	irrelevant 1	2	3	4	5	indispensable 6
assess the needs of the learner	<input type="radio"/>					
analyze learning barriers of the learner	<input type="radio"/>					
monitor the learning process	<input type="radio"/>					
evaluate the learning outcomes	<input type="radio"/>					
diagnose the learning capacity of the learner	<input type="radio"/>					
diagnose the learning attitude of the learner	<input type="radio"/>					

2015 this will be...

	less important	equally important	more important
assess the needs of the learner	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
analyze learning barriers of the learner	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
monitor the learning process	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
evaluate the learning outcomes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
diagnose the learning capacity of the learner	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
diagnose the learning attitude of the learner	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

21 If there are any competences that you think will become more important in the future, please indicate why.

Please write your answer here:

22 Do you have any remarks or comments concerning any competence listed so far?

If so: Please let us know! Write your answer here:

23 Now we deal with the relevance of competences in a field we named "didactical-methodological domain".

Adult Learning Facilitators should be able to:

(Please choose the appropriate response for each item.)

Today this is...

	irrelevant 1	2	3	4	5	indispensable 6
provide support to the individual learner	<input type="radio"/>					

support informal learning	<input type="radio"/>					
create a safe learning atmosphere (i.e. a learning atmosphere which is not intimidating)	<input type="radio"/>					
encourage collaborative learning among learners	<input type="radio"/>					
proceed in a structured way	<input type="radio"/>					
apply adult learning theory in teaching	<input type="radio"/>					
make use of the participants` life experience in the teaching activities	<input type="radio"/>					
have a broad repertoire of methods at their disposal	<input type="radio"/>					
apply old and new media (inlcuding the use of technology)	<input type="radio"/>					
stimulate the active role of learners	<input type="radio"/>					
monitor the learning processes of learners	<input type="radio"/>					
diagnose the laerners' learning capacities	<input type="radio"/>					
evaluate the outcome of learning processes	<input type="radio"/>					

2015 this will be...

	less important	equally important	more important
provide support to the individual learner	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
support informal learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
create a safe learning atmosphere (i.e. a learning atmosphere which is not intimidating)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
encourage collaborative learning among learners	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
proceed in a structured way	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
apply adult learning theory in teaching	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
make use of the participants` life experience in the teaching activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
have a broad repertoire of methods at their disposal	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
apply old and new media (inlcuding the use of technology)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
stimulate the active role of learners	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
monitor the learning processes of learners	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
diagnose the laerners' learning capacities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
evaluate the outcome of learning processes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

24 If there are any competences that you think will become more important in the future, please indicate why.

Please write your answer here:

25 Do you have any remarks or comments concerning any competence listed so far?

If so: Please let us know! Write your answer here:

26 Finally we deal with the relevance of competences in a field we named "personal development and reflection".

Adult Learning Facilitators should be able to:

(Please choose the appropriate response for each item.)

Today this is...

	irrelevant 1	2	3	4	5	indispensable 6
orientate themselves to the needs of participants	<input type="radio"/>					
make use of their own life experience within the learning environment	<input type="radio"/>					
recognise their own learning needs	<input type="radio"/>					
set their own learning goals	<input type="radio"/>					
be curious	<input type="radio"/>					
be creative	<input type="radio"/>					
be flexible	<input type="radio"/>					
reflect their own professional role	<input type="radio"/>					
evaluate their own practice	<input type="radio"/>					
be self-assured	<input type="radio"/>					
be committed to their own professional development	<input type="radio"/>					
cope with criticism	<input type="radio"/>					
be stress-resistant	<input type="radio"/>					
see different perspectives	<input type="radio"/>					

2015 this will be...

	less important	equally important	more important
orientate themselves to the needs of participants	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
make use of their own life experience within the learning environment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
recognise their own learning needs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
set their own learning goals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
be curious	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
be creative	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
be flexible	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
reflect their own professional role	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
evaluate their own practice	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
be self-assured	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
be committed to their own professional development	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

cope with criticism	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
be stress-resistant	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
see different perspectives	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

27 If there are any competences that you think will become more important in the future, please indicate why.

Please write your answer here:

28 Do you have any remarks or comments concerning any competence listed so far?

If so: Please let us know! Write your answer here:

29 All in all, are there any important competences missing in your view?

Please write your answer here:

30 Do you have any further remarks and comments?

Please write your answer here:

Towards a professional occupational profile of ACE Learning Facilitators

In this final section we invite you to give us your opinion regarding some selected aspects of the development of the occupational and professional field.

31 To what extent do you agree with the following statements?

ACE Learning Facilitators should hold the following qualifications:

Please choose the appropriate response for each item:

	I disagree completel y 1	2	3	4	5	I agree completel y 6
any higher education qualification	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
a higher education qualification in pedagogy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
a higher education qualification in adult and continuing education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
a non-higher education qualification in adult and continuing education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
no particular qualification is necessary	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

32 If you have any remarks or comments concerning the sentences above please let us know.
Please write your answer here:

33 To what extent do you agree with the following statements on how ACE Learning Facilitators can increase their competences?

Competences of ACE Learning Facilitators who work already in the field can most efficiently be increased by ...

Please choose the appropriate response for each item:

	I disagree completel y 1	2	3	4	5	I agree completel y 6
self-directed reflection	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
learning-by-doing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
exchanging experiences among colleagues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
internships and peer observation/peer teaching	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
attending further education courses (e.g. train the trainer)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
attending conferences/workshops	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
the evaluation by course participants	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
self-study (e.g. reading specialist literature, e-learning etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
using the services of a coach / a supervisor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
a consistent staff development policy by the employer	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

34 If you have any remarks or comments concerning the sentences above please let us know.
Please write your answer here:

35 To what extent do you agree with the following statements?

ACE Learning Facilitation will be much better developed 2015 than nowadays concerning ...

Please choose the appropriate response for each item:

I disagree completel y 1	2	3	4	5	I agree completel y 6
--------------------------------	---	---	---	---	-----------------------------

the level of pedagogical skills the ACE Learning Facilitators hold	<input type="radio"/>					
the income of the ACE Learning Facilitators	<input type="radio"/>					
the societal recognition of the ACE Learning Facilitators	<input type="radio"/>					
the attractiveness of working as an ACE Learning Facilitator	<input type="radio"/>					

36 If you have any remarks or comments concerning the sentences above please let us know.
Please write your answer here:

37 To what extent do you agree with the following statements that imply more general assertions concerning a possible regulation of the field (e.g. through the introduction of a qualification framework)?

Please choose the appropriate response for each item:

	I disagree completely 1	2	3	4	5	I agree completely 6
ACE Learning Facilitators currently acquire their most important competences through learning-by-doing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The access to working as an ACE Learning Facilitator should be regulated with respect to pedagogical qualifications	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It is important to avoid the exclusion of gifted people holding no formal qualification	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Standardized training schemes for ACE Learning Facilitators should be implemented across Europe	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It will be necessary for ACE Learning Facilitators to acquire their most important competences before starting to work in the field	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

38 If you have any remarks or comments concerning the sentences above please let us know.
Please write your answer here:

Personal particulars

39 Please indicate your sex.

Female Male

40 Please enter your year of birth.

19

41 Are you mainly an expert in vocational or non-vocational education and training?

Please choose only one of the following:

- Vocational education and training
- Non-vocational education and training
- Both
- The distinction is irrelevant to me

The next two questions regard only those who work themselves as ACE Learning Facilitator:

42 Which specialist domain of adult and continuing education do you belong to / work on (i.e. where do you put your main focus on)?

Please choose all that apply:

- Professional and technical skills (e.g. accountancy, fire prevention etc.)
- Communication skills
- Computing/IT
- Languages
- Leadership training
- HR Management
- Culture
- Health
- Active citizenship
- Practical skills (e.g. "do it yourself")
- Basic skills
- Psychology
- Family problems
- Other:

43 As an ACE Learning Facilitator, do you mainly focus on:

Please choose only one of the following:

- imparting knowledge
- skills training
- behavioural and / or personal change
- Other:

You are almost through ...

44 If you want to give any final comments please do so!

Please write your answer here:

This is the end of the survey.
To submit your answers definitely click on the "Continue" button.
Please note: After clicking the "Continue" button you will not be able to log-in again.
If you wish to come back to the survey later click on the "Continue later" button.
Thank you for your cooperation!

6.2 Appendix 2: Interim result – Concept catalogue of core competences for Learning Facilitators in ACE

			National Institute of Adult Continuing Education (NIACE)
	Project Coordinator: German Institute for Adult Education (DIE) e.V.		Stockholm University (SU) – Department of Education
	University of Groningen (RUG)		Nicolas Copernicus University (UMK), Faculty of Pedagogy
	Romanian Institute for Adult Education (IREA)		Dipartimento di Scienze dell'educazione e dei Processi Culturali e Formativi (UNIF)

Partner Contract 504172-LLP-2009-DE-LEONARDO-LMP
Project No. 504172-LLP-2009-DE-LEONARDO-LMP

This project has been funded with support from the European Commission. This publication reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

Interim result

Concept catalogue of core competences for Learning Facilitators in ACE

The concept catalogue below is based on the quantitative overall analysis (all competences of the overall figure with means above 4.62) and the NEW competences named in the proposals of all the partners.

→ NEW competences named by the different partners in *italics* (placed under the questionnaire domains)

→ remarks of the countries at competence level in **bold** (in the left column)

→ an arrow up (↑) means that more than 25% of the respondent think this competence will be more important in the future

→ The numbers in the brackets are the positions of the competences in the overall quantitative analysis

QF2TEACH Catalogue

Domains	Competence/group of competences	mean
<i>Personal Qualities</i>		
	Be open minded	5.41 (1) ↑
	Be emotionally stable	5.06 (9) ↑
	Be attentive (F/i)	5.05 (10)
	Be empathic	5.03 (11)
	Be authentic	4.92 (20)
	<i>NEW (CH) Be intelligent</i>	
	NEW (UK/IT) Be enthusiastic, be passionate	
	<i>NEW (PL) Be creative</i>	
	<i>NEW (RO) Be self-confident</i>	
Interpersonal behavior and communication with learners		
	Group Management and Communication (F/3i) a. Communicate clearly b. Manage group dynamics c. Handle conflicts	5.19 (5) ↑
	Motivate/Inspire (F/2i) a. Motivate b. Inspire	5.08 (7)

	Act considering democratic values	4.72 (28)
	<i>NEW (CH, DE, SE, PL, RO) intercultural/multicultural competences/skills/understanding</i>	
	<i>NEW (RO) Negotiation skills</i>	
	<i>NEW (RO) Persuasiveness</i>	
	<i>NEW (CH) Ability to interact and communicate (not only 'clearly' but communication in the broader sense of high communication/social and linguistic skills)/ (IT/PL) Communication skills</i>	
	<i>NEW (IT) Availability</i>	
	NEW (UK/NL/RO) (Active) listening skills	
Cooperation with the external environment		
	Understand the various interests in the context of adult's learning	4.86 (22) ↑
	(net)work together with a variety of stakeholders	4.76 (27) ↑
	(CH) See their own specialist domain (the subject that is taught) in the wider societal context	4.96 (CH) ↑
	<i>NEW (UK) The willingness/ability to engage in collaborative practice with peers (observation of practice, engagement in communities of practice, sharing of good-practice)</i>	
Planning and Management		
	Efficient Teaching (F/2i) a. Tailor teaching offers for the needs	5.06 (8)

	of specific target groups b. Plan teaching offers according with the resources available (time, space, equipment, etc.)	↑
	Design the structure of their teaching offer (in terms of content and time)	4.89 (21)
	(CH/IT) Conceptualize their teaching offers in terms of learner achievement	4.96 (CH) ↑ > 4.85 (IT)
	(CH/DE) Promote their own teaching/learning facilitation offers on the market	4.04 (CH) ↑ 4.47 (DE)
	(CH/IT) Monitor and evaluate the quality of the delivery of teaching offers	5.00 (CH) ↑ > 4.85 (IT)
	<i>NEW (CH) Leadership</i>	
	<i>NEW (CH) Social Media Marketing</i>	
	<i>NEW (CH) Develop and compile dossiers and portfolios</i>	
	<i>NEW (CH) Recognition of prior learning</i>	
	<i>NEW (CH) Develop and implement quality assurance measures</i>	
	<i>NEW (CH) Knowledge transfer to the economic sector (i.e. cooperation with SMEs)</i>	
Access and Progression Learners		

	Encourage learners to take over responsibility for their future learning processes	5.00 (15) ↑
	Analyze typical barriers that may be faced by adults returning to learning	4.78 (26) ↑
	Assess the entry-level of learners	
	(CH) Assess the entry-level of learners	4.44 (CH) ↑
	(CH/IT) Refer learners to information about different external support structures (e.g. grants, childcare)	3.56 (CH) ↑ > 4.85 (IT)
	(IT) Provide information about further training opportunities in relation to own specialist area	> 4.85 (IT)
	<i>NEW (UK/DE/RO) Adopt/adjust to different groups/levels/cultures (Equality and Diversity) within their professional practice and through effective differentiation (incl. support for disability)</i>	
Subject-related, specialist domain		
	Subject Competence (F/2i) a. Have specialist knowledge in their own area of teaching b. Apply the specialist didactics in their own area of teaching	5.00 (13)
	Update their domain specific knowledge and skills continuously and autonomously (taken together, proposal UK)	5.28 (3) ↑ 4.97 (17) ↑
DE: Important as a	(DE) Have knowledge in neighboring disciplines of adult education (f. ex. psychology, sociology...) and in the	4.43 (DE)

personal quality	neighboring disciplines of their own area of expertise	
	(IT) Know about the societal relevance of their area of expertise	> 4.85 (IT)

Monitoring and assessment of learning processes		
	Assess the needs of the learner	5.21 (4) ↑
	Analyze learning barriers of the learner	4.95 (19) ↑
	Enable learners to apply what they have learned	5.13 (6) ↑
	Monitor the learning process	
	Evaluate the learning outcomes	
	(CH) Diagnose the learning capacity of the learner	3.88 (CH) ↑
	<i>NEW (UK) Assisting learners to record their own progress</i>	
	<i>NEW (UK) Assisting learners to evidence their own practice</i>	
Didactical-methodological domain		
	Create a safe learning atmosphere (not intimidating)	5.31 (2)
	Supporting Learning (F/4i) a. Support informal learning b. Stimulate the active role of learners c. Have a broad repertoire of methods at their disposal	4.98 (16) ↑
	Encouraging collaborative learning among learners	4.96 (18) ↑
	Apply old and new media (including the use of technology)	4.84 (24)

		↑
	Provide support to the individual learner	4.86 (23)
	Proceed in a structured way	4.69 (29)
	(CH) Make use of the participants' life experience in the teaching activities	5.16 (CH) ↑
	(CH/UK) Apply adult learning theory in teaching	4.67 (CH) ↑ 4.81 (UK)
	<i>NEW (PL) Knowledge of suitable methods and techniques</i>	
	<i>NEW (CH/UK/NL) mentoring/coaching skills (CH: incl. e-coaching as 'after sales service')</i>	
	<i>NEW (UK) Mentoring/coaching colleagues to support professional development</i>	
	<i>NEW (NL) General didactical skills</i>	
<p>Personal and Professional Development and Reflection</p> <p>(SE/NL) "Professional" added in domain name</p>		
	Personal Professional Development (F/13i) <ul style="list-style-type: none"> a. Orientate themselves to the needs of participants b. Make use of their own life experience within the learning environment c. Recognize their own learning needs d. Set their own learning goals e. Be curious f. Be creative g. Be flexible h. Reflect their own professional role 	5.00 (14) ↑

	<ul style="list-style-type: none"> i. Evaluate their own practice j. Be self-assured k. Be committed to their own professional development l. Cope with criticism m. See different perspectives 	
	Be stress-resistant	5.00 (12) ↑
	<i>NEW (RO) Be a self-reflective learner (continuously)</i>	
	<i>NEW (PL/NL) Being experienced (in life, work and adult education)</i>	
	<i>NEW (PL) To be engaged</i>	
	<i>NEW (DE) Constant exchange with researchers</i>	
	<i>NEW (DE) Constant exchange with other teachers/trainers</i>	
	<i>NEW (IT) being able to transfer theory into practical experiences and skills of using different types of teaching devices</i>	

6.3 Appendix 3: QF2TEACH Questionnaire second wave

			National Institute of Adult Continuing Education (NIACE)
	Project Coordinator: German Institute for Adult Education (DIE) e.V.		Stockholm University (SU) – Department of Education
	University of Groningen (RUG)		Nicolas Copernicus University (UMK), Faculty of Pedagogy
	Romanian Institute for Adult Education (IREA)		Dipartimento di Scienze dell'Educazione e dei Processi Culturali e Formativi (UNIFI)

This project has been funded with support from the European Commission. This publication reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

Core competences of ACE Learning Facilitators (second wave)

The German Institute for Adult Education (DIE) in collaboration with researchers from seven other European countries (England, Italy, Poland, Romania, Sweden, Switzerland, the Netherlands) is conducting a study on key competences which **Learning Facilitators in Adult and Continuing Education** - short: **ACE Learning Facilitators** - should hold today and in the near future (2015). The term **ACE Learning Facilitators** refers to a variety of professional roles such as **teachers, trainers, coaches, counselors, consultants** and **others**. What these roles have in common is that a major part of the professional activity takes place **in direct contact** with the adult learner(s) and consists in initiating, supporting and monitoring the learning processes of these adults. The professional activity may take place in different domains of ACE, such as vocational education, corporate and functional education, social and moral education or cultural and arts education. The research aims on creating knowledge on key competences of ACE Learning Facilitators through conducting a survey in two waves.

The first wave, which has been finalized by a great commitment of Learning Facilitators/ Experts throughout Europe, gave the researchers a first impression of a transnational catalogue of key competences for Learning Facilitators in Europe.

This second questionnaire invites these same participants to contribute to the validation of the suggested catalogue, based upon the first wave findings. We would ask therefore that the Learning Facilitators and other ACE experts provide from the perspective of their daily work their assessment of the importance of the various listed competences.

Core competences of ACE Learning Facilitators

In this section we invite you to give us your personal opinion if the named competences should belong to a catalogue of core competences for professional Learning Facilitators in ACE.

1. First of all you are asked to tell us if the competences named in the field "personal qualities" should be included in the catalogue of core competences or not.

ACE Learning Facilitators should:

(Please choose the appropriate response for each item.)

	Yes	No
be open minded	<input type="checkbox"/>	<input type="checkbox"/>
be emotionally stable	<input type="checkbox"/>	<input type="checkbox"/>
be attentive	<input type="checkbox"/>	<input type="checkbox"/>
be empathic	<input type="checkbox"/>	<input type="checkbox"/>
be authentic	<input type="checkbox"/>	<input type="checkbox"/>

2. The first survey identified additional competences which might also belong to the field "personal qualities".

ACE Learning Facilitators should also:

(Please choose the appropriate response for each item.)

	Yes	No
be passionate	<input type="checkbox"/>	<input type="checkbox"/>
be able to process complex information	<input type="checkbox"/>	<input type="checkbox"/>
be creative	<input type="checkbox"/>	<input type="checkbox"/>
be self-confident	<input type="checkbox"/>	<input type="checkbox"/>

3. Do you have any remarks or comments concerning the field "personal qualities"?

If so: Please let us know! Write your answer here:

4. Now you are asked to tell us if the competences named in the field "interpersonal behavior and communication with learners" should be included in the catalogue of core competences or not.

ACE Learning Facilitators should be able to:

(Please choose the appropriate response for each item.)

	Yes	No
communicate clearly	<input type="checkbox"/>	<input type="checkbox"/>

manage group dynamics	<input type="checkbox"/>	<input type="checkbox"/>
handle conflicts	<input type="checkbox"/>	<input type="checkbox"/>
motivate	<input type="checkbox"/>	<input type="checkbox"/>
inspire	<input type="checkbox"/>	<input type="checkbox"/>
promote, reflect and act according to democratic principles within the learning context - (give priority to democratic principles in all activities)	<input type="checkbox"/>	<input type="checkbox"/>

5. The first survey identified additional competences which might also belong to the field "interpersonal behavior and communication with learners".

ACE Learning Facilitators should also be able to:

(Please choose the appropriate response for each item.)

	Yes	No
act in an intercultural/ multicultural environment	<input type="checkbox"/>	<input type="checkbox"/>
negotiate	<input type="checkbox"/>	<input type="checkbox"/>
communicate with regard to high social and linguistic skills	<input type="checkbox"/>	<input type="checkbox"/>
act persuasively	<input type="checkbox"/>	<input type="checkbox"/>
listen actively	<input type="checkbox"/>	<input type="checkbox"/>
be available/ accessible to learners	<input type="checkbox"/>	<input type="checkbox"/>

6. Do you have any remarks or comments concerning the field "interpersonal behavior and communication with learners"?

If so: Please let us know! Write your answer here:

7. Now you are asked to tell us if the competences named in the field "cooperation with the external environment" should be included in the catalogue of core competences or not.

Adult Learning Facilitators should be able to:

(Please choose the appropriate response for each item.)

	Yes	No
understand the various interests in the context of adults' learning - (understand what learners and stakeholders in ACE want/ need/ aim at)	<input type="checkbox"/>	<input type="checkbox"/>
(net)work together with a variety of stakeholders	<input type="checkbox"/>	<input type="checkbox"/>
see their own specialist domain (the subject that is taught) in a wider societal context	<input type="checkbox"/>	<input type="checkbox"/>

8. The first survey identified one additional competence which might also belong to the field "cooperation with the external environment".

ACE Learning Facilitators should also be able to:

(Please choose the appropriate response for each item.)

	Yes	No
engage in collaborative practice with peers (observation of practice, engagement in communities of practice, sharing of good practice)	<input type="checkbox"/>	<input type="checkbox"/>

9. Do you have any remarks or comments concerning the field "cooperation with the external environment"?

If so: Please let us know! Write your answer here:

10. Now you are asked to tell us if the competences named in the field "planning and management" should be included in the catalogue of core competences or not.

Adult Learning Facilitators should be able to:

(Please choose the appropriate response for each item.)

	Yes	No
tailor teaching offers to the needs of specific target groups	<input type="checkbox"/>	<input type="checkbox"/>
plan teaching offers according with the resources available (time, space, equipment etc.)	<input type="checkbox"/>	<input type="checkbox"/>
design the structure of their teaching offers (in terms of content, time and distance)	<input type="checkbox"/>	<input type="checkbox"/>
conceptualise their teaching offers in terms of learner achievement	<input type="checkbox"/>	<input type="checkbox"/>
promote their own teaching/ learning facilitation offers on the market	<input type="checkbox"/>	<input type="checkbox"/>
monitor and evaluate the quality of the delivery of teaching offers	<input type="checkbox"/>	<input type="checkbox"/>

11. The first survey identified additional competences which might also belong to the field "planning and management".

ACE Learning Facilitators should also be able to:

(Please choose the appropriate response for each item.)

	Yes	No
lead a working team / an organization	<input type="checkbox"/>	<input type="checkbox"/>
use social media to support marketing - the use of social media (e.g. online identity, CV, networks – like facebook) to call attention to oneself AND/ OR to promote the learning offer	<input type="checkbox"/>	<input type="checkbox"/>
develop and compile dossiers and portfolios	<input type="checkbox"/>	<input type="checkbox"/>
recognise and build upon learners' prior learning	<input type="checkbox"/>	<input type="checkbox"/>

- | | | |
|--|--------------------------|--------------------------|
| develop and implement quality assurance measures | <input type="checkbox"/> | <input type="checkbox"/> |
| transfer subject knowledge to industry partners (i.e. the economic sector) | <input type="checkbox"/> | <input type="checkbox"/> |

12. Do you have any remarks or comments concerning the field "planning and management"?

If so: Please let us know! Write your answer here:

13. Now you are asked to tell us if the competences named in the field "access and progression learners" should be included in the catalogue of core competences or not.

Adult Learning Facilitators should be able to:

(Please choose the appropriate response for each item.)

- | | Yes | No |
|---|--------------------------|--------------------------|
| encourage learners to take over responsibility for their future learning processes | <input type="checkbox"/> | <input type="checkbox"/> |
| analyse typical barriers that may be faced by adults returning to learning | <input type="checkbox"/> | <input type="checkbox"/> |
| assess the entry-level of learners | <input type="checkbox"/> | <input type="checkbox"/> |
| refer learners to information about different external support structures (e.g. grants, childcare) | <input type="checkbox"/> | <input type="checkbox"/> |
| provide information about further learning opportunities in relation to own specialist area | <input type="checkbox"/> | <input type="checkbox"/> |

14. The first survey identified one additional competence which might also belong to the field "access and progression learners".

ACE Learning Facilitators should also be able to:

(Please choose the appropriate response for each item.)

- | | Yes | No |
|---|--------------------------|--------------------------|
| adopt/adjust to different groups/levels/cultures (equality and diversity) within their professional practice and through effective differentiation (incl. support for disability) | <input type="checkbox"/> | <input type="checkbox"/> |

15. Do you have any remarks or comments concerning the field "access and progression learners"?

If so: Please let us know! Write your answer here:

16. Now you are asked to tell us if the competences named in the "subject-related, specialist domain " should be included in the catalogue of core competences or not.

Adult Learning Facilitators should be able to:

(Please choose the appropriate response for each item.)

- | | Yes | No |
|---|--------------------------|--------------------------|
| have specialist knowledge in their own area of teaching | <input type="checkbox"/> | <input type="checkbox"/> |

- | | | |
|---|--------------------------|--------------------------|
| update their domain specific knowledge and skills continuously and autonomously | <input type="checkbox"/> | <input type="checkbox"/> |
| have knowledge in neighbouring disciplines of their own area of expertise | <input type="checkbox"/> | <input type="checkbox"/> |
| know about the societal relevance of their area of expertise | <input type="checkbox"/> | <input type="checkbox"/> |

17. Do you have any remarks or comments concerning the "subject-related, specialist domain"?

If so: Please let us know! Write your answer here:

18. Now you are asked to tell us if the competences named in the field "monitoring and assessment of learning processes " should be included in the catalogue of core competences or not.

Adult Learning Facilitators should be able to:

(Please choose the appropriate response for each item.)

- | | Yes | No |
|---|--------------------------|--------------------------|
| assess the needs of the learner | <input type="checkbox"/> | <input type="checkbox"/> |
| analyze learning barriers of the learner | <input type="checkbox"/> | <input type="checkbox"/> |
| monitor the learning process | <input type="checkbox"/> | <input type="checkbox"/> |
| evaluate the learning outcomes | <input type="checkbox"/> | <input type="checkbox"/> |
| conduct formative assessment and learner/ teacher dialogues | <input type="checkbox"/> | <input type="checkbox"/> |

19. The first survey identified additional competences which might also belong to the field "monitoring and assessment of learning processes".

ACE Learning Facilitators should also be able to:

(Please choose the appropriate response for each item.)

- | | Yes | No |
|---|--------------------------|--------------------------|
| assist learners to record their own process | <input type="checkbox"/> | <input type="checkbox"/> |
| assist learners to provide evidence of their own practice | <input type="checkbox"/> | <input type="checkbox"/> |

20. Do you have any remarks or comments concerning the field "monitoring and assessment of learning processes"?

If so: Please let us know! Write your answer here:

21. Now you are asked to tell us if the competences named in the "didactical-methodological domain " should be included in the catalogue of core competences or not.

Adult Learning Facilitators should be able to:

(Please choose the appropriate response for each item.)

Yes	No
------------	-----------

create a safe learning atmosphere (i.e. a learning atmosphere which is not intimidating)	<input type="checkbox"/>	<input type="checkbox"/>
support informal learning	<input type="checkbox"/>	<input type="checkbox"/>
stimulate the active role of learners	<input type="checkbox"/>	<input type="checkbox"/>
have a broad repertoire of methods at their disposal	<input type="checkbox"/>	<input type="checkbox"/>
encourage collaborative learning among learners	<input type="checkbox"/>	<input type="checkbox"/>
apply old and new media (including the use of technology)	<input type="checkbox"/>	<input type="checkbox"/>
provide support to the individual learner	<input type="checkbox"/>	<input type="checkbox"/>
proceed in a structured way	<input type="checkbox"/>	<input type="checkbox"/>
make use of the participants` life experience in the teaching activities	<input type="checkbox"/>	<input type="checkbox"/>
apply adult learning theory in teaching	<input type="checkbox"/>	<input type="checkbox"/>

22. The first survey identified additional competences which might also belong to the "didactical-methodological domain".

ACE Learning Facilitators should also be able to:

(Please choose the appropriate response for each item.)

	Yes	No
apply knowledge of suitable methods and techniques	<input type="checkbox"/>	<input type="checkbox"/>
coach learners	<input type="checkbox"/>	<input type="checkbox"/>
engage in mentoring and coaching with colleagues in order to support professional development	<input type="checkbox"/>	<input type="checkbox"/>
apply general didactical skills	<input type="checkbox"/>	<input type="checkbox"/>

23. Do you have any remarks or comments concerning the "didactical-methodological domain"?

If so: Please let us know! Write your answer here:

24. Finally we ask you to tell us if the competences named in the field "personal and professional development and reflection" should be included in the catalogue of core competences or not.

Adult Learning Facilitators should be able to:

(Please choose the appropriate response for each item.)

	Yes	No
orientate themselves to the needs of participants	<input type="checkbox"/>	<input type="checkbox"/>
make use of their own life experience within the learning environment (experience in life, work, and adult education)	<input type="checkbox"/>	<input type="checkbox"/>
recognise their own learning needs	<input type="checkbox"/>	<input type="checkbox"/>

- | | | |
|--|--------------------------|--------------------------|
| set their own learning goals | <input type="checkbox"/> | <input type="checkbox"/> |
| be curious | <input type="checkbox"/> | <input type="checkbox"/> |
| be creative | <input type="checkbox"/> | <input type="checkbox"/> |
| be flexible | <input type="checkbox"/> | <input type="checkbox"/> |
| reflect upon their own professional role | <input type="checkbox"/> | <input type="checkbox"/> |
| evaluate their own practice | <input type="checkbox"/> | <input type="checkbox"/> |
| be self-assured | <input type="checkbox"/> | <input type="checkbox"/> |
| be committed to their own professional development | <input type="checkbox"/> | <input type="checkbox"/> |
| cope with criticism | <input type="checkbox"/> | <input type="checkbox"/> |
| see different perspectives | <input type="checkbox"/> | <input type="checkbox"/> |
| be stress-resistant | <input type="checkbox"/> | <input type="checkbox"/> |

25. The first survey identified additional competences which might also belong to the field "personal professional development and reflection".

ACE Learning Facilitators should also be able to:

(Please choose the appropriate response for each item.)

- | | Yes | No |
|--|--------------------------|--------------------------|
| be a self-reflective learner (continuously) | <input type="checkbox"/> | <input type="checkbox"/> |
| be engaged | <input type="checkbox"/> | <input type="checkbox"/> |
| be in a constant exchange with researchers (in the field of adult and continuing education) | <input type="checkbox"/> | <input type="checkbox"/> |
| be in a constant exchange with other teachers/trainers | <input type="checkbox"/> | <input type="checkbox"/> |
| be able to transfer theory into practical experiences and skills using different types of teaching devices | <input type="checkbox"/> | <input type="checkbox"/> |

26. Do you have any remarks or comments concerning the field "personal and professional development and reflection"?

If so: Please let us know! Write your answer here:

27. Please indicate your sex.

- Female Male

28. Please enter your year of birth.

19

29. Are you mainly an expert in vocational or non-vocational education and training?

Please choose only one of the following:

- Vocational education and training

- Non-vocational education and training
- Both
- The distinction is irrelevant to me

The next two questions regard only those who work themselves as ACE Learning Facilitator:

30. Which specialist domain of adult and continuing education do you belong to / work on (i.e. where do you put your main focus on)?

Please choose all that apply:

- Professional and technical skills (e.g. accountancy, fire prevention etc.)
- Communication skills
- Computing/IT
- Languages
- Leadership training
- HR Management
- Culture
- Health
- Active citizenship
- Practical skills (e.g. "do it yourself")
- Basic skills
- Psychology
- Family problems
- Other:

31. As an ACE Learning Facilitator, do you mainly focus on:

Please choose only one of the following:

- imparting knowledge
- skills training
- behavioral and / or personal change
- Other:

32. If you want to give any final comments please do so!

Please write your answer here:

This is the end of the survey.
To submit your answers definitely click on the "Continue" button.
Please note: After clicking the "Continue" button you will not be able to log-in again.
If you wish to come back to the survey later click on the "Continue later" button.

Thank you for your cooperation!

**6.4 Appendix 4: Draft concept proposed at the transnational expert workshop
on 6 September 2011**

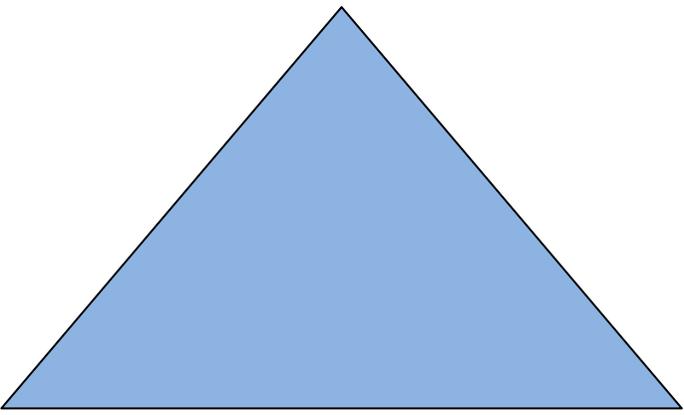
Qualified to Teach – QF2TEACH

***Concept for a transnational qualification framework for
learning facilitators in adult and continuing education in
Europe***

The concept of the qualification framework for adult learning facilitators is structured on *three competencies areas/ domains*. For its realisation the pedagogical triangle was used. The pedagogical triangle has to be seen as an analytical category. It describes the three main pedagogic elements which have to be combined during pedagogical settings: the subject, the learning facilitator, and the learner. According to this distinction we are able to summarise the core competencies resulting from our Delphi study by the following three *competence-domains*:

- Contents and didactics (subject related core-competencies)
- “Professional self” and its development (core-competencies related to the learning facilitators)
- Assistance for learners (core-competencies related to the learner)

Competence–domain
Contents and didactics



Competence–domain
*Personal development and development
of the “Professional self”*

Competence–domain
Assistance for learners

Competence-domain – Personal development and development of the “Professional self” Professional self”

- Personal competence
- Professional development

Competence-domain - Contents and didactics

- Expertise in the subject that is taught and in didactics
- Learning arrangement
- Analysis of learning processes

Competence-domain – Assistance for learners

- Encourage and motivate learning
- Support learning
- Care for the learner
- Group management

The description of the qualification framework follows the structure of “The Europeans Qualification Framework for Lifelong Learning (EQF)” on qualification level 5 and 6 (see appendix 4)

Competence–domain – *Personal professional development and development of the “Professional self”*

Core-competencies/ Characteristics	Knowledge – Level 5	Skills – Level 5	Competence – Level 5
<p>Personal competence</p> <ul style="list-style-type: none"> - be emotionally stable - be stress-resistant - be authentic - be open minded - analyse learning barriers of the learner (MA) - proceed in a structured way (DM) <p>Professional Development</p> <ul style="list-style-type: none"> - orientate themselves to the needs of learners - make use of their own life experience within the learning environment - recognise and manage their own learning needs - establish and manage their own learning goals - be creative - be flexible - reflect their own professional role 	<p>Adult learning facilitators have comprehensive, specialised, factual and theoretical knowledge within their field of work and in the following areas:</p> <ul style="list-style-type: none"> - assessment of learning needs and attainment levels - methods of self-reflection and self-evaluation - creativity techniques - relaxation techniques and methods for dealing with stress - knowledge of current activities of networks supporting the professionalisation of teaching in adult and continuing education - psychology (self-perception and perception by others, as well as body language and self-representation) - particularities and limits of the professional role; <p>They are aware of their limits concerning knowledge resources for a more abstract reflection and justification of their actions.</p>	<p>Adult learning facilitators have a comprehensive range of cognitive and practical skills that make them able to:</p> <ul style="list-style-type: none"> - reflect their action and career development within the context of their own biography, and to keep critical distance to their own action. In addition, they know how to use self-evaluation tools (e.g. Flexi- Path-Toolkit) in a targeted way for planning their own career development. - be aware of and refer to the topics that are currently on the agenda of professional actors and networks in the field. In addition, they are ready to get familiarised with new teaching-learning contexts and to work in them. In these contexts they acquire skills for the specific application of different strategies of verbal and non-verbal communication. They have internalised their communication strategies so far that their action appears authentic, self-confident and natural. - distinguish between themselves as a person and their professional role. This enables them to carry out their work in the long run on a sustained basis. 	<p>Adult learning facilitators:</p> <ul style="list-style-type: none"> - manages their learning needs and goals - autonomously plan, reflect and evaluate the development of their professional self

<ul style="list-style-type: none"> - evaluate and manage their own practice - be self-assured - be committed to and manage their own professional development - cope with criticism - see different perspectives - be a self-reflective learner 		<ul style="list-style-type: none"> - use strategically techniques of relaxation and self-reflection. 	
	Knowledge – Level 6	Skills – Level 6	Competence – Level 6
	<p>Adult learning facilitators have extensive/ advanced knowledge in the field of work and in the following areas:</p> <ul style="list-style-type: none"> - assessment of learning needs and attainments levels - methods of self-reflection and self-evaluation - creativity techniques - relaxation techniques and methods to deal with stress - knowledge of current activities of networks supporting the professionalisation of teaching in adult and continuing education - psychology (self-perception and perception by others, as well as body language and self-representation) - specificity and limits of the professional role - theories and principles regarding adult educator’s professionalisation - specifics of professionalisation in adult and continuing education 	<p>Adult learning facilitators use advanced cognitive and practical skills demonstrating mastery and innovation in solving complex tasks in their specialised field of work: They:</p> <ul style="list-style-type: none"> - have high biographical competence being able to critically review their career development in the context of societal and professional developments consistently. - are able to switch flexibly between different target groups, topics and teaching-learning contexts. - are involved and work as active members in professional networks for the purposes of their own career development and for the development of the professional group. - are able to reflect critically on their own career development and on the development of the entire profession and link this to the overall context. This is based on their knowledge of the profession theories, principles and specificity in adult and continuing education. 	<p>Adult learning facilitators:</p> <ul style="list-style-type: none"> - manage the development of the professional self - assume responsibility for managing the career development of other teachers/ trainers/ adult educators - take responsibility for managing the professional development of individuals and groups - assume responsibility for decision making in various work contexts

Competence–domain - Contents and didactics

Core-Competencies/ Characteristics	Knowledge – Level 5	Skills – Level 5	Competence – Level 5
<p>Expertise in the subject that is taught and in didactics</p> <ul style="list-style-type: none"> - expertise in their field of teaching - applying subject-specific didactics in their field of teaching <p>Learning arrangement</p> <ul style="list-style-type: none"> - adjusting the learning opportunities to meet the needs of specific target groups - planning the learning opportunities in accordance with the available resources (time, space, materials, etc.) <p>Analysis of learning processes</p> <ul style="list-style-type: none"> - accompany, monitor and manage learning process - evaluate the learning processes - assess the basis (starting situations) of learners - assess the learners' needs - conduct formative assessments of learners 	<p>Adult learning facilitators have comprehensive, specialised, factual and theoretical knowledge:</p> <ul style="list-style-type: none"> - in the specialised work field and the corresponding subject-specific didactics - of the principles and special features of adult learning - of macro-didactic action - about the specific target groups in their field of adult and continuing education - concerning the use of learning media / materials tailored to different audiences - concerning the creation of learning environments - of trends in adult and continuing education - about various teaching and evaluation methods and tools (e.g. test, learning diaries) and their respective areas of application - about assessment techniques of learning needs and attainment levels 	<p>Adult learning facilitators:</p> <ul style="list-style-type: none"> - are able to impart subject knowledge in a didactically structured way and have a wide methodological spectrum to make even fairly abstract issues accessible to learners. - have comprehensive skills and experience in transferring subject knowledge to different target groups - have extensive experience and skills in the proficient use of different learning materials / media in their usual teaching-learning context. - are able to use existing space in a productive way for supporting the learning progress. - are able to use their extensive knowledge in the fields of biographical learning and macro-didactic action as well as of appropriate methods for the assessment of learning outcomes ensuring that learning progress will be documented and made visible. 	<p>Adult learning facilitators:</p> <ul style="list-style-type: none"> - manage and control the didactic transfer of their subject knowledge in familiar teaching and learning contexts - monitor and supervise the learners' progress. - undertake professional development in their subject discipline - are able to adapt their teaching offers to the specific of target groups in their field of activity - are able to adapt the available resources to different target groups and learning environments - planning their teaching offers and keep them constantly up with new developments and trends in adult and continuing education

<p>- evaluation of the learning outcomes</p>			
	<p>Knowledge – Level 6</p>	<p>Skills – Level 6</p>	<p>Competence – Level 6</p>
	<p>Adult learning facilitators have advanced knowledge:</p> <ul style="list-style-type: none"> - in their field of activity/ work, in the respective subject-specific didactics, and in micro-and macro-didactic action. - concerning diverse target groups and current trends in adult and continuing education. - concerning the creation of different learning environments and materials, as well as theories of time and perception of time for a critically-reflexive planning and implementation of their teaching. - make learning progress visible by using different evaluation methods and instruments (e.g. test, learning diaries) according with the context 	<p>Adult learning facilitators:</p> <ul style="list-style-type: none"> - have advanced skills and experience in transferring subject knowledge to different target groups. - are able to use their experience in an innovative way in teaching and learning unfamiliar contexts - are able to use a variety of learning materials and media in many different teaching and learning contexts. - they are able to contexts deal productively with the given spatial conditions of the different teaching and learning contexts - are able to take advantage of unforeseen and unpredictable situations in a creative way for 	<p>Adult learning facilitators:</p> <ul style="list-style-type: none"> - have relevant experience in imparting subject knowledge in a variety of teaching-learning contexts - are able to adapt their teaching offers to a variety of target groups and learning environments - are able to use various or inadequate resources in a productive way - use in a creative way the potential of the different target groups. - planning their learning opportunities and they keep constantly up to date on new developments and trends in the field of adult and continuing education

	<p>and purpose for use.</p>	<p>their teaching.</p> <ul style="list-style-type: none"> - are able to make use of the experience resulting from new learning and teaching situations in the planning and implementation of their future teaching. - have advanced competencies in micro-and macro-didactic action - are able to offer support to other teachers/ trainers/ adult educators in analyzing, monitoring, guidance and evaluation of learning processes. <ul style="list-style-type: none"> - use appropriate methods for teaching and assessing learning outcomes - ensure that progress and performance of the learners is documented and they use this information for the development of teaching and learning methods. 	<ul style="list-style-type: none"> - link the developments in adult and continuing education field with the planning of their own teaching as well as with their responsibility for the career development of other teachers. - adapt their approach to a variety of teaching-learning contexts and make informed choices from a variety of methods for monitoring and evaluation of learning. - support other teachers/ trainers/ adult educators in increasing their skills in analyzing learning processes - take responsibility for managing professional development of individuals and groups
--	-----------------------------	--	---

Competence-domain – Assistance for learners

Core-Competencies/ Characteristics	Knowledge – Level 5	Skills – Level 5	Competencies – Level 5
<p>Group Management</p> <ul style="list-style-type: none"> - communicate clearly - manage group dynamics - handle conflicts <p>Care for the learner</p> <ul style="list-style-type: none"> - support informal learning - stimulate the active role of learners - have a broad repertoire of methods at their disposal <p>Encourage and motivate learning</p> <ul style="list-style-type: none"> - create a safe learning atmosphere (not intimidating) - enable learners to apply what they have learned - be attentive - encourage learners to take over responsibility for their future learning processes - be empathic - encouraging collaborative learning 	<p>Adult learning facilitators:</p> <ul style="list-style-type: none"> - have comprehensive knowledge in educational psychology, learner-oriented teaching methods and know the mechanisms of self-perception and perception of others - have comprehensive knowledge of motivation techniques and methods - are able to deal with learning barriers - have knowledge about the variety of learning environments, conflict management and dealing in a pedagogical way the group work - have basic knowledge of coaching and counselling - know techniques and methods for motivating learners to make use of professional coaching and counselling offers. - know the basics of communication and 	<p>Adult learning facilitators:</p> <ul style="list-style-type: none"> - are learner oriented - empathises with learners - are able to recognise the strengths of the individual learner and know how to use them in a productive way for a joint and mutual learning. - are able link the learning to the learners' living conditions (if these are known to them), thus enhancing the the relevance of the learning to the learners - know and make creative use of motivation techniques and psychological knowledge. - are able to tailor pedagogical methods to the requirements of the learners - are experienced in applying in a creative manner communication and de-escalation strategies - are able to provide learning advice and to use coaching strategies. 	<p>Adult learning facilitators:</p> <ul style="list-style-type: none"> - are able to communicate effectively with learners - are able to support the learning in familiar learning contexts, in a learner orientated and empathic manner - know how to motivate and to inspire learners to start and continue learning activities - are able to provide a purposeful learning support through referring to the individual experiences of the learners - are able to support and manage group processes in familiar learning contexts - are able to monitor the learning processes and give relevant learning advice

<p>among learners</p> <ul style="list-style-type: none"> - provide support to the individual learner - assess the needs of the learner 	<p>organisation theories.</p> <ul style="list-style-type: none"> - able to reflect their actions and to see them in a broader context 		
<p>Support learning</p>	<p>Knowledge – Level 6</p>	<p>Skills – Level 6</p>	<p>Competence – Level 6</p>
<ul style="list-style-type: none"> - motivate - inspire 	<p>Adult learning facilitators:</p> <ul style="list-style-type: none"> - have advanced knowledge in learner-oriented teaching methods - are able to realise the didactical principal within diverse learning contexts by using their advanced knowledge in educational psychology and of the mechanisms of self-perception and perception of others. - have advanced knowledge about the specifics of diverse social learners' environments - have advanced knowledge in motivation techniques, learning strategies and broad experience in handling learning barriers - are able to adapt their actions flexibly to the requirements of different learning contexts - have advanced knowledge in the field of group education and conflict management and can make flexible use of this 	<p>Adult learning facilitators:</p> <ul style="list-style-type: none"> - have advanced psychological knowledge and in the center of their actions is the learner - are able to found and reflect their actions and the limits by referring to theories of educational philosophies - are able to make learning attractive in diverse learning contexts by relating the learning activity to the specific living situation of learners - are able to overcome learning barriers by making use of motivational techniques - are able to reflect critically the use of motivators by using their advanced knowledge of the educational psychology - re able to motivate learners to adopt an open attitude towards learning on the basis of their experience in various teaching-learning environments - have extensive experience in working with groups - have a broad portfolio of communication and de-escalation 	<p>Adult learning facilitators:</p> <ul style="list-style-type: none"> - are able to communicate effectively with learners - are experienced in supporting and managing learning in a variety of teaching and learning contexts, in a learner-centered, sensitive and individual way - are able to manage unpredictable group processes - are able to assist and support other teachers/ trainers/ adult educators

	<p>knowledge for reflecting and justifying their own actions;</p> <ul style="list-style-type: none">- have a highly advance knowledge of research into target groups, milieus, biographical research and organisational education and can draw upon this knowledge in order to critically reflect on everyday situations and relate them to theoretical concepts.	<p>strategies which is used in an innovative and flexible way to manage complex group processes (e.g. future workshops)</p>	
--	---	---	--

6.5 Appendix 5: The Europeans Qualification Framework for Lifelong Learning

(EQF) (p. 12-13): http://ec.europa.eu/dgs/education_culture

Level 5 and 6	Knowledge	Skills	Competence
	In the context of EQF, knowledge is described as theoretical and/or factual.	In the context of EQF, skills are described as cognitive (involving the use of logical, intuitive and creative thinking) and practical (involving manual dexterity and the use of methods, materials, tools and instruments).	In the context of EQF, competence is described in terms of responsibility and autonomy.
The learning outcomes relevant to Level 5 are	Comprehensive, specialised, factual and theoretical knowledge within a field of work or study and an awareness of the boundaries of that knowledge	A comprehensive range of cognitive and practical skills required to develop creative solutions to abstract problems	<ul style="list-style-type: none"> - Exercise management and supervision in contexts of work or study activities where there is unpredictable change - Review and develop performance of self and others
The learning outcomes relevant to Level 6 are	Advanced knowledge of a field of work or study, involving a critical understanding of theories and principles	Advanced skills, demonstrating mastery and innovation, required to solve complex and unpredictable problems in a specialised field of work or study	<ul style="list-style-type: none"> - Manage complex technical or professional activities or projects, taking responsibility for decision-making in unpredictable work or study contexts - Take responsibility for managing professional development of individuals and groups