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Qualified to Teach
Core competencies of adult learning
facilitators in Europe

Results from a transnational Delphi study



Education and Culture DG

Lifelong Learning Programme

ASEM Seminar « Innovation Approach to Professionalizing Adult and Lifelong Learning in Asia and Europe », Manila 9 Dec. 2011





- 1. The QF2 TEACH Project**
- 2. Selected Findings from the QF2TEACH Research**



www.qf2teach.eu

October 2009 – September 2011

EU-funded (Leonardo da Vinci)

Aim: contribute to supporting the professional development of teaching staff in ACE

1. Research part: Delphi-study on core competencies

“Which core competences should be an integral part of a comprehensive transnational qualifications framework for learning facilitators in adult and continuing education in Europe?”



2. Development part: Concepts for Sectoral Qualification Frameworks

- for ACE Teachers
- national and transnational

PROJECT PARTNERS



**German Institute for
Adult Education**



**University of
Torun**



**Romanian Institute for
Adult Education**



**University of
Florence**



**National Institute of
Adult Continuing Education,
England and Wales**



**University of
Stockholm**



Swiss Federation for Adult Learning



University of Groningen

QF2TEACH

The Research Part

(Delphi on Core Competencies)

Survey in two waves

Online questionnaire (in English)

**Sample: about 200 experts from
8 countries**

CH, DE, IT, NL, PL, RO, SE, UK

Main expert group ($\approx 50\%$):

Experienced Teachers from different fields of adult and continuing education

Further experts:

- **Executives/Managers in adult and continuing training facilities**
- **Representatives of associations**
- **Researchers**
- **Administration / Policy Representatives**

The sample

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

The Research Tool (First Wave)

Standardised Online Questionnaire

Question types:

- Scales for rating *current* and *future* significance of a given competency (74 items)
- Free text for suggesting additional competencies or making general comments

Questionnaire Example first wave

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"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
be authentic	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
be humourous	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
be attentive	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
be extroverted	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
be altruistic	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
be open minded	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
be emotionally stable	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

The Research Tool (Second Wave)

- Modified item-battery

minus: items with a mean score below 4.62 in first wave

plus: items suggested by the experts during first wave

in total: 87 items

- Question type: „yes/no“

<i>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.</i>		
ACE Learning Facilitators should: <i>(Please choose the appropriate response for each item.)</i>		
	Yes	No
be open minded		
be emotionally stable		
be attentive		
be empathic		
be authentic		

Research Outcome:

Transnational Catalogue of Core Competencies of ACE Teachers:

56 items

(approval rate of 70% resp. 90% or higher in 2nd wave)

Grouped in nine categories („Core competencies“)

(obtained on the basis of factor analysis and interpretation)

Nine Core Competencies

Competence area “Contents and didactics”

1. *Expertise in the subject that is taught and in didactics*
2. *Learning arrangement*
3. *Analysis of learning processes*

Competence area “Assistance for learners”

4. *Group management*
5. *Support learning*
6. *Encourage and motivate learning*
7. *Care for the learner*

Competence area “Personal development and development of the ‘Professional self’”

8. *Personal competence*
9. *Professional development*

QF2TEACH

The Development Part

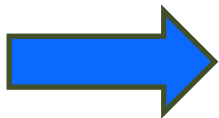
From the Delphi results
towards a QF Concept

2. Formulating possible descriptors for each of the three competence areas linked to EQF levels 5 and 6
3. Discussion of QF concept with adult learning experts (sample) on a transnational workshop

Competence area - Contents and didactics

Core Competencies	Knowledge – Level 5	Skills – Level 5	Responsibility and Autonomy – Level 5
<ul style="list-style-type: none"> • Expertise in the subject that is taught and in didactics • Learning arrangement 	<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 - ... 	<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 - 	<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. -
<ul style="list-style-type: none"> • Analysis of learning processes 	<p>Knowledge – 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. - ... 	<p>Skills – Level 6</p> <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 - ... 	<p>Responsibility and Autonomy – Level 6</p> <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 - ...

- The experts were satisfied with the proposed concept for a transnational QF
- The concept provides the possibility to make the high qualitative work of ACE learning facilitators visible
- The transnational QF is a generic consensus-driven overarching model which covers only the core elements of the work of ACE learning facilitators



For using the QF in different contexts of adult learning it should be specified

Task of a new project!!!

QF2TEACH RESEARCH FINDINGS

Least controversial items – Top Ten

Item	Approval %
Stimulate the active role of the learner	99.0
Communicate clearly	98,5
Understand various interests (of learners, stakeholders) in the context of AL	98.0
Manage group dynamics	97.5
See own specialist domain in a wider societal context	97.4
Update domain specific knowledge continuously and autonomously	97.0
Create a safe (= non intimidating) learning atmosphere	97.0
Encourage collaborative learning	96.5
Reflect upon own professional role	96.5
Evaluate own practice	96.5

QF2TEACH RESEARCH FINDINGS– FUTURE TRENDS

By 2015 it will become *more* important for ACE teachers to ...

Item	rank today (out of 74)
be open-minded	01
(net)work together with a variety of stakeholders	49
apply old and new media (incl. use of technology)	44
think along commercial lines	72
promote own teaching offers on the market	69
encourage learners to take over responsibility for their future learning processes	28
see different perspectives	06
be flexible	09
be emotionally stable	19
Monitor and evaluate quality of the delivery of teaching offers	46

According to 53,8 % - 37,0 % of the experts

QF2TEACH RESEARCH FINDINGS - FUTURE TRENDS

By 2015 it will become *less* important for ACE teachers to ...

Item	rank today (out of 74)
be altruistic	74
be extroverted	73
be humourous	71
use suitable body language	66
proceed in a structured way	55
Have specialist knowledge in own area of teaching	10
apply the specialist didactics in their own area of teaching	47
apply adult learning theory in teaching	59
be self-assured	54
diagnose the learners' learning capacities	61

According to 15,4 - 1,0 % of the experts

Thank you for your attention!

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