Key competences for adult learning professionals

Contribution to the development of a reference framework of key competences for adult learning professionals

Final report

Zoetermeer, January 15, 2010

Foreword

Research voor Beleid is pleased to submit the final report of the study on key competences of adult learning professionals.

The professional development and the improvement of the quality of adult learning staff have been recognised as a priority at European level. However, at European and national levels there is not always a clear view of the competences needed to fulfil the professional tasks in adult learning, partly due to the diversity of the field. In several European countries, competence profiles and standards for adult learning staff (referred to hereafter as adult learning professionals) have been developed and implemented, although their scope of application differs considerably between institutional and regional levels. Therefore, the European Commission decided to finance a study on key competences for adult learning staff. The aim of this study is to come up with a set of key competences which can functions as a reference for Europe and which can be used by Member States on a voluntary basis.

This study has been carried out by Research voor Beleid in partnership with the University of Glasgow, University of Thessaloniki, and the University of Leiden. During the last year the research team has studied a large number of documents on the duties, tasks, responsibilities, roles, competences and work environments of adult learning professionals, described them in a narrative, organised an expert meeting for modelling the key competences and discussed the outcomes of this modelling exercise with a broad group of stakeholders all over Europe. Overall the research team's opinion is that this study has triggered an intensive and stimulating professional debate, and we are confident that the set of key competences could play an important role in structuring future debates and developing policies for improving the quality of adult learning.

This study would not have been possible without the cooperation of numerous stakeholders in the field of adult learning. Therefore, the research team would like to thank all the respondents around Europe for their willingness to cooperate in this study by providing feedback on the set of key competences. Moreover, the research team would like to thank the steering committee for their support during the study and for their valuable remarks on the draft version of the report.

This report contains the outcomes of this study. Chapter 1 presents as an executive summary the set for key competences of adult learning professionals. Chapters 2 to 6 contain the report on the study on key competences of adult learning professionals. Chapter 7 and 8 provides information about the sources and literature used in this study. In this last chapter a short description is given of the educational programmes and job descriptions used to ground the set of key competences in empirical reality. These educational programmes and job descriptions have been taken up as case-studies in the report.

Bert-Jan Buiskool
Simon Broek
Research voor Beleid

Contents

1   Executive summary

1.1   A set of key competences

Adult learning staff plays a key role in making lifelong learning a reality. Adult learning professionals help learners to develop knowledge, skills and attitudes throughout their lives. Indeed, the professional development of people working in education and training is one of the vital measures to improve quality of learning at all levels. This has been acknowledged by several European wide initiatives and has been reaffirmed during the Stockholm conference on teacher quality in November 2009.

Recent European wide studies show that the adult learning sector is very diverse. This diversity can be seen in the various target groups of adult learning, subjects covered by adult learning courses, but also in the professional pathways to becoming an adult learning professional, the employment situation of adult learning professionals and furthermore, in the competences required for working in this sector. This diversity makes it difficult to develop the sector as a whole and in particular a dedicated profession - adult learning professional (APL).

To partially overcome the 'hampering diversity' it is important to identify common elements in the work adult learning professionals do and the key competences that come with carrying out their key activities. The Member States recognised this need and the European Commission therefore commissioned a study on key competences of adult learning professionals 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. This report presents the outcomes of this study.

Competences needed by adult learning professionals are found described in job descriptions of individual organisations, the learning outcomes of specific educational programmes and where available, in qualification structures at national level. Moreover, there is a vast amount of (academic) research on teacher and management competences available throughout Europe. In identifying a set of key competences, it is therefore recommended to start with the richness of information already available and derive the 'common elements' from that which has already been developed. Therefore, the methodology used in this study consists of three steps:

- **Competence identification**: Compiling all available information about the duties, tasks, responsibilities, roles and work environments related to the job and identifying the relevant knowledge, skills and attitudes required by adult learning professionals. This is done on the basis of the study of existing competence profiles, job descriptions, educational programmes, academic literature, and European wide studies on competences of educational staff.
- **Competence modelling**: Developing a consistent competence profile by making use of the compiled information on tasks, responsibilities and necessary knowledge, skills and attitudes. This is done involving experts and relevant stakeholders.
- **Competence assessment**: Checking whether the set of key competences is complete, consistent and workable for supervisors in the sector, professionals and other stakeholders.

Grounding the set of key competences on already existing frameworks and job descriptions gives the study a solid empirical basis, and by testing the outcomes amongst stakeholders the feasibility of the outcomes is guaranteed. The study has been carried out by Research voor Beleid with the help of experts from the University of Thessaloniki, University of Glasgow and the University of Leiden. Also, in the different phases of the study, many other experts have delivered input on the proposed set of key competences.

Competences should be understood as a complex combination of knowledge, skills and abilities/attitudes needed to carry out a specific activity, leading to results. Knowledge should be understood as a body of facts, concepts, ideas, principles, theories and practices related to a field of practice, work or study. Skills should be understood as a capacity learned or acquired through training in order to perform actions by applying knowledge. Abilities/attitudes should be understood as the physical, mental or emotional capacity to perform a task.

This set of key competences is applicable for all professionals working in the adult learning sector, by abstracting from the specific context in which professionals work. Moreover, it attempts to include all competences needed to support the activities carried out on an institutional level. This means that not only the teaching activities, but also other activities (for example management activities and programme development activities) are supported by the set of key competences. It also means that not each professional is expected to acquire all the given competences, but that ideally all competences are available among the entire staff of an adult learning institute.

The set of key competences can be used to develop competence profiles for particular functions or individuals in an adult learning institute. In a competence profile three elements are brought together. The first refers to the repertoire of **activities**, i.e. the actual actions someone is supposed to be able to execute. The second refers to the **context** in which the person is assumed to take the actions. Moreover, it deals with the level of responsibility to be attributed to the particular profile of the professional. This level of responsibility depends on the context in which the professional is working and the level of autonomy with which the activities should be carried out. The third and last refers to the **competences** needed to carry out these activities. By determining the context, selecting the activities one needs to carry out, and selecting the competences needed, a specific competence profile can be developed for a specific position.

Figure 1.1 presents an overview of these three layers, while focusing on the layer including the key competences identified for working in the adult learning sector.

Figure 1.1   Graphic representation of the set of key competences of adult learning pro-
fessionals

B3 Competence in facilitating the learning process for adult learners

B4 Competence to continuously monitor and evaluate the adult learning process in order to improve it on an ongoing basis

B2 Competence in designing an adult learning process

B5 Competence in advising on career, life, further development and if necessary, the use of professional help

B1 Competence for assessment of prior experience, learning needs, demands, motivations and wishes of adult learners

B6 Competence in designing and constructing study programmes

Generic competences:

A1 Personal competence: being a fully autonomous lifelong learner

A2 Interpersonal competence: being a communicator, team player and a networker

A3 Professional competence: being responsible for the further development of adult learning

A4 Expertise (theoretical/practical knowledge: being an expert in a field of study/practice*

A5 Didactical competence**

A6 Competence in empowering the adult learners

A7 Competence in dealing with heterogeneity and diversity in groups

B7 Competence in management of financial resources and assess the social and economic benefits of the provision

B12 Competence in facilitating ICT–based learning environments and support adult learning professionals and adult learners in using these learning environments

B8 Competence in managing human resources in an adult learning institute

B11 Competence in dealing with administrative issues involving adult learners and adult learning professionals

B9 Competence in managing and leading the adult learning institute in general and managing the quality of provision

B10 Competence in marketing and public relations

Activities

Context

*   *For professionals not directly involved in the learning process, the expertise concerns not subject knowl-*
    edge, but specific (for example managerial, administrative or ICT) expertise.

** *For professionals not directly involved in the learning process or supportive in a managerial, administra-*
    tive way, the didactical competence is less relevant.

Layer of activities
In total 13 fields of activity have been identified, noting that not all activities need to be
carried out by one professional but can be divided amongst a group of professionals (e.g.,
managers, teachers, or support staff, etc.).

- 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

Layer of the context
The context in which adult education is provided affects the exact shaping of the compe-
tences and the weight they receive. The context depends on variables like the target
groups, the team composition, the education programmes delivered in the institute, the at-
tention to professional development, the exact mission of the institute, etc. The context can
be mapped by answering four clusters of questions:
1) Learning/teaching: Who are the learners? Who are the educators?

2) Programme/programme development: Is there a defined programme? Who developed the programme?

3) Institutional organisation/management: How is the institute organised? Are there entry requirements for staff?

4) Leadership/continuous professional development (CPD): What is the mission of the institute? Is there policy on CPD?

Additionally, the level of responsibility which comes with working in this context should be assessed.

Layer of competences

This section presents the first layer of the model, namely the set of key competences needed to carry out a repertoire of activities in a certain context. This layer consists of two parts:

A) Generic competences: These generic competences are competences that are relevant for carrying out all activities in the adult learning sector. Every professional working in the sector ought to possess these competences regardless of whether they carry out teaching, management, counselling or administrative activities. The cluster of generic competences consists of seven competences as can be seen in figure 1.1. Hereunder they are described in a bit more detail:

A1)   Personal competence in systematic reflection on one's own practice, learning and personal development: **being a fully autonomous lifelong learner**.

A2)   Interpersonal competence in communicating and collaborating with adult learners, colleagues and stakeholders: **being a communicator**, **team player and networker**.

A3)   Competence in being aware of and taking responsibility for the institutional setting in which adult learning takes place at all levels (institute, sector, the profession as such and society): **being responsible for the further development of adult learning**.

A4)   Competence in making use of one's own subject-related expertise and the available learning resources: **being an expert**.

A5)   Competence in making use of different learning methods, styles and techniques including new media and being aware of new possibilities and e-skills and assessing them critically: **being able to deploy different learning methods**, **styles and techniques in working with adults**.

A6)   Competence in empowering adult learners to learn and support themselves in their development into, or as, fully autonomous lifelong learners: **being a motivator**.

A7)   Competence in dealing with group dynamics and heterogeneity in the background, learning needs, motivation and prior experience of adult learners: **being able to deal with heterogeneity and groups**.

The first three competences (A1-A3) deals with aspects in relation to being a professional, while the last four competences (A4-A7) are more focused on pedagogical / didactical competences.

B) Specific competences: These specific competences are competences that are needed to carry out a specific array of activities. These competences are needed for professionals responsible for a specific field of activity (e.g. facilitating learning, managing the institute, etc.). The specific competences are therefore not required for all the professionals working in the adult learning sector. A distinction is made between specific competences directly linked to the learning process (upper half, B1-B6), such as teaching or counselling and spe-

cific competences indirectly linked to or supportive of the learning process (lower half, B7-B12), such as management and administrative support. The competences, which are directly linked to specific activities carried out by adult learning professionals in the learning process, consists of six separate competences:

B1) Competence in assessment of prior experience, learning needs, demands, motivations and wishes of adult learners: **being capable of assessment of adult learners' learning needs**.

B2) Competence in selecting appropriate learning styles, didactical methods and content for the adult learning process: **being capable of designing the learning process**.

B3) Competence in facilitating the learning process for adult learners: **being a facilitator of knowledge (practical and/or theoretical) and a stimulator of adult learners' own development**.

B4) Competence to continuously monitor and evaluate the adult learning process in order to improve it: **being an evaluator of the learning process**.

B5) Competence in advising on career, life, further development and, if necessary, the use of professional help: **being an advisor/counsellor**.

B6) Competence in designing and constructing study programmes: **being a programme developer**.

There are six additional specific competences supportive to, or indirectly related to the learning process:

B7) Competence in managing financial resources and assessing the social and economic benefits of the provision: **being financially responsible**.

B8) Competence in managing human resources in an adult learning institute: **being a (people) manager**.

B9) Competence in managing and leading the adult learning institute in general and managing the quality of the provision of the adult learning institute: **being a general manager**.

B10) Competence in marketing and public relations: **being able to reach the target groups, and promote the institute**.

B11) Competence in dealing with administrative issues and informing adult learners and adult learning professionals: **being supportive in administrative issues**.

B12) Competence in facilitating ICT-based learning environments and supporting both adult learning professionals and adult learners in using these learning environments: **being a ICT-facilitator**.

1.2   Ways of using the set of key competences

Developing a set of key competences is one thing, but making sure that this set is used for further developing policies in the field of adult learning and improving the quality of provision is another. Member States, sector and institutions are free to make use of the set of key competences to increase the quality of provision. The identified competences may serve as a basis, or rather a frame of reference for the improvement or change of existing adult learning practices in a variety of ways. In this respect it is also important to mention that not all policy implications apply equally to all countries included in this study. In some cases policy directions are already in place, while for others they may be less relevant due to different learning cultures, government structures or regulations. Besides, interesting initiatives from one country cannot automatically be replicated in another country.

In total 19 different instruments have been described for which the set of key competences can be used to improve the quality of staff in the adult learning sector. The set of key competences is applicable for many groups and stakeholders playing a role in policy making and implementation processes. In this study six groups of stakeholders were identified that can take concrete actions to improve the quality of staff through making use of the defined set of competences.

Many instruments can be used on different levels. This is illustrated by the table provided here below (1.1). In the left column the instruments have been included and on the right side the different levels of stakeholders are presented. The boxes that are coloured orange indicate on which stakeholder level a particular instrument can be used.

Table 1.1   Instruments and stakeholders

#	Instruments	Professionals	Employers	Training providers	Sector	National	European
1	Self assessment and evaluation	X					
2	Selection of training courses	X					
3	Action research and action learning	X					
4	Network of professionals	X	X	X	X	X	X
5	Professional associations	X	X	X	X	X	X
6	Peer learning	X	X				
7	Labour agreements	X	X	X	X	X	
8	Development of qualification structures		X		X	X	
9	Development of educational programmes		X	X	X		
10	Probation/induction of new staff		X				
11	Assessment of competences	X	X	X	X		
12	Continuous professional development	X	X	X			
13	Implementing institutional self evaluation		X				
14	Developing institutional accreditation criteria		X		X	X	
15	Implementing benchmarks and external evaluation		X	X	X	X	X
16	Developing quality certificates and standards		X		X	X	
17	Legislation or sector agreements				X	X	
18	National and European Qualifications Frameworks (NQF and EQF)					X	X
19	European tools (ECTS, ECVET, and EQAVET)					X	X

Source: Research voor Beleid

The set of key competences should be seen as a toolbox that stakeholders can use on a voluntary basis, if and when required. The way the set of key competences will be used depends on the stakeholder. Each must decide what actions are to be taken to use the set of key competences to improve the professional image and quality of the sector. If widely used, the key competences could add consistency and comparability to adult learning professional qualifications, and have the added value of upgrading the overall level of staff training and quality in the adult learning sector.

In general, most instruments can be implemented at the employer level. These instruments range from establishing networks of professionals to institutional self-evaluation. The employers of adult learning professionals therefore play a key role in enhancing the quality of (their) staff. Furthermore, some instruments involve all or almost all levels of stakeholders, such as establishing networks of professionals and developing quality certificates and standards. Therefore, these instruments call for more overall coordination and alignment of initiatives to increase the quality of staff.

At European level the set of key competences can be combined with European tools such as the **EQF**, **ECTS**, **ECVET and EQAVET** (former EQARF). Special attention needs to be given to the Grundtvig programme. Within the European **Grundtvig programme** a large amount of training courses for adult learning professionals have been developed and offered. The set of key competences can be used to cluster the training courses provided within the Grundtvig programme, to give them a common focus, to compare them and to identify blank spots. Future calls for proposals within the Grundtvig programme could encourage project organisers to use the set of key competences when developing projects or in-service training courses. This could take place by, for example, developing modules and courses around some of the identified competences.

1.3   Recommendations

The study identified various ways in which the set of key competences can be used by different stakeholders. It is up to stakeholders how to use the set of key competences and for what purpose. During the final phase of the study the research team noticed that there is a momentum to embed the set of key competences in policy making on different levels. Different stakeholders from various Member States expressed their interest in the set of key competences to open the debate on key competences in their country and sector.

To support the stakeholders, a concrete dissemination strategy should be developed in order to bring the set of key competences into the public domain for use in practice. The dissemination should be followed by mainstreaming the set of key competences in regular policies. Member States should encourage stakeholders to use the set of key competences in developing policy and monitor the progress made.

On the basis of the outcomes of this study the research team proposes the following actions to bring the set of key competences further and to help developing the competences of adult learning professionals in the Member States.

On European level and within the Member States it is recommended to:

1) distribute the set of key competences to stakeholders to open the debate on the competences required by adult learning professionals. This can be done by distributing leaflets, developing websites, organising conferences, appointing ambassadors and making reference to the set of key competences in policy documents.

2) Monitor the progress made in implementing the set of key competences and collect information on the feedback provided by stakeholders at all levels and in all sectors. By this the feasibility and desirability of using a common set of key competences can be assessed. The views of institutions providing education programmes for people working in the adult learning sector should in particular be solicited.

3) research possible overlap, similarities and differences between the proposed set of key competences and existing national/sector/institutional frameworks in order to take the idea of a profession/professional in this sector a stage further.

4) coordinate the mapping and feedback exercise and report the findings to an international coordinator (European Commission).

5) identify good practices in making use of the set of key competences and disseminate them across Member States and associated countries.

6) create a network of practitioners. Similar initiatives (with regard to the use of the competences set, the sector in which it is used and the stakeholders involved) should be linked to each other to create Communities of Practice and to exchange ideas.

In order for the Member States to follow these recommendations, it is recommended that the European Commission facilitates these actions by:

7) offering financial support for testing the set of key competences in different contexts and for developing and mapping training courses in relation to the set of key competences, for instance through the Grundtvig programme.

8) increasing transparency in the different contexts in Europe in which adult learning professionals work. This should be done on the basis of further research on developing a typology of contexts.

2 Background of the study

Before we present the results of this study and the set of key competences of adult learning professionals developed, we need to position this study in a policy context as well as discuss the aims of this study, explain to whom it is applicable and discuss the methodology applied.

2.1 The role of adult learning in achieving the Lisbon goals

In 2000, the Lisbon European Council set itself the goal of making the European Union the most competitive and dynamic knowledge-based economy in the world. Education and training are critical factors for achieving the Lisbon strategy's objectives of enhancing economic growth, competitiveness and social inclusion. In this context, the Commission stresses the importance of lifelong learning and the role of adult learning, including its contribution to personal development and fulfilment in reaching those objectives.[1]

Although the role of adult learning is increasingly recognised in the Member States' National Reform Programmes, in the context of the Lisbon agenda[3], implementation remains weak.[4] Most education and training systems are still largely focused on the education and training of young people and limited progress has been made in changing systems to reflect the need for lifelong learning. Further action is therefore needed to confront the challenges facing the European Union and the Member States. Furthermore, National programmes ask for more fine-tuning of the adult learning sector throughout Europe.

> *"Member States can no longer afford not to have an efficient adult learning system, integrated into a lifelong learning strategy, which provides participants with increased labour market access, promotes social integration and prepares the participants for active ageing in the future."[2]*

2.1.1 Policy agenda on adult learning

The Commission has called on the Member States to promote adult learning and to place it firmly on the political agenda by adopting in 2006 the Communication on adult learning *It is never too late to learn*, followed by the Communication in 2007, on the adult learning Action plan *It is always a good time to learn.* Both Communications have been reinforced by Conclusions of the Council in 2008.

The Action Plan aims to help remove the high thresholds and obstacles that prevent adults from engaging in learning activities, and to improve the quality and efficiency of the adult learning sector. It complements this with a call to ensure adequate levels of investment in,

---

[1] European Commission (2001) The Commission's Communication, Making a European Area of Lifelong Learning a Reality, and European Council (2002), Resolution on lifelong learning.
[2] European Commission (2006b) Communication from the Commission Adult learning: It is never too late to learn (Brussels, European Commission).
[3] See: European Commission, Lisbon strategy for growth and jobs: http://ec.europa.eu/growthandjobs/documentation/index_en.htm#implementation.
[4] European Commission (2006a) Modernising education and training: a vital contribution to prosperity and social cohesion in Europe — 2006 Joint Interim Report of the Council and the Commission on progress under the Education & Training 2010 work programme (Brussels, European Commission).

and better monitoring of, the adult learning sector. The adult learning sector embraces all forms of learning undertaken by adults after having left initial education and training in formal, non-formal and informal settings.

In order to enhance policy development in the sector, improve governance and deliver better services, the Action Plan suggests five areas of action:

- analyse the effects of reforms in all sectors of education and training in Member States on adult learning;
- improve the quality of provisions in the adult learning sector;
- increase the possibilities for adults to go "one step up" - to achieve a qualification at least one level higher than before;
- speed up the process of assessment of skills and social competences and have them validated and recognised in terms of learning outcomes;
- improve the monitoring of adult learning sector.

The Action Plan which runs until the end of 2010 foresees continual monitoring of progress made in developing the sector and the results achieved under each priority.

2.1.2   Implementing the action plan at national level

The Commission has established a Working Group to provide and support the Commission's services with policy advice and assistance in implementing the Action plan. The activities of the Group are guided by the actions set out in the Action Plan itself and the actions proposed in the Council Conclusions and the Resolution of the European Parliament. The participants represent the Member States, the EETA/EFTA countries, European Social partners and European Association in adult learning. The members of the working group meet three times annually and are supported in their work by focus groups. These groups are linked to the five key actions as presented in the previous section. One of the key activities of the Working Group is to give regular updates on policy developments in their respective countries. Their reports are used to identify good practices, to analyse trends and to formulate recommendations.

2.2   Improving the quality of adult learning professionals

"The professional development and the improvement of the quality of teachers and trainers have been recognised as a priority at European level, most notably in the framework of the Copenhagen process and in the Education and Training 2010 Work Programme"

Adult learning staff plays a key role in making lifelong learning a reality. Adult learning staff help learners to develop knowledge, skills and attitudes. The professional development of people working in adult learning is therefore a vital determinant of the quality of adult learning. The 2006 joint report on progress with the Education and Training 2010 work programme expressed regret at the fact that the professional development of vocational teachers and trainers continues to pose a real challenge in most countries.[1] This coincides with other quality measures such as organisational development. The report could justifiably

---

[1] European Commission, Reports on the implementation of the Education & Training 2010 work programme: http://ec.europa.eu/education/policies/2010/nationalreport_en.html

have extended the expression of disappointment to the professional development of teachers active in the field of non-vocational adult learning. In the 2010 joint report the challenge is expressed to ensure that all learners benefit from innovative methodologies, including the disadvantaged and those in vocational education and training (VET) and adult learning. The importance of high quality educational staff has recently been emphasised again by the European Council in 2009. This fits into the broader developments in teacher education and training, not only within the field of adult education, but also in all other forms of initial education (childcare, vocational education, primary and secondary and higher education).[1]

During the Stockholm conference November 2009, it was stated that it is essential to ensure that teachers and school leaders are of the highest calibre and well-suited to the tasks they have to fulfil. This high calibre comes with high standard initial education and continuing professional development for staff at all levels.[2]

2.3   Adult learning professions in Europe (ALPINE)[3]

In order to improve the quality of adult learning professionals, first it needs to be clear who the professionals are that work in the field of adult education. For this purpose the European Commission commissioned a study on *Adult Learning Professions in Europe* (ALPINE) which has been carried out by an international research group, under guidance of Research voor Beleid and PLATO. Information has been gathered in 32 countries.[4] The data gathered provides a snapshot of current practices, trends and issues of adult learning staff in Europe. However, the country studies clearly show that data on adult learning professionals is often poorly recorded, stored, organised and accessible.

---

[1] See: European Commission (2007), Improving the Quality of Teacher Education; European Council (2007), Conclusions of the Council and of the Representatives of the Governments of the Member States, meeting within the Council, on improving the quality of teacher education; European Council (2009), Conclusions on the professional development of teachers and school leaders, November 2009; ETUCE (2008), Teacher education in Europe: a ETUCE policy paper.

[2] European Council (2009), Conclusions on the professional development of teachers and school leaders, November 2009.

[3] This section is based on the reports of the ALPINE study and a article that the research team published: Buiskool, Bert-Jan, Jaap van Lakerveld and Simon Broek (2009), Educators at Work in two Sectors of Adult and Vocational Education: an overview of two European Research projects, in: European Journal of Education, volume 44, number 2, June, pp. 145-162.

[4] This study covered the 27 EU Member States, the EFTA countries which are member of the European Economic Area (Norway, Iceland, and Liechtenstein), and two of the three candidate countries (Turkey and Croatia). Data was collected in all these countries by our network of correspondents / experts. In order to cover all 32 countries in this study the research team cooperated with experts of the ESREA network (European Society for Research on the Education of Adults). In a selection of 15 countries, secondary data was amended with additional information from literature, statistics, and interviews. The in-depth studies were carried out in Belgium, Bulgaria, Denmark, Estonia, Finland, France, Germany, Greece, Italy, Poland, Romania, Slovenia, Portugal, Sweden, United Kingdom. Two expert meetings were organised with the cluster experts to gain a deeper understanding of the outcomes of the study and of their impact on future policies, strategies, approaches and models. The country experts gathered secondary data on country level (like e.g. policy documents, previous studies, and other relevant information) and bundled the outcomes of this data gathering in a country report. Research voor Beleid & Plato (2008b) Country Reports drawn up in the Context of the Study on Adult Learning Professions in Europe: a study on current situation, trends and issues (Zoetermeer).

The study gathered information on the following themes which are highly relevant in the context of this current study:

1) **Changing working contexts**: One of the key characteristics of the field of adult learning is its enormous variety. All kinds of educational activities are established to meet an even larger variety of educational needs of different groups. It is a challenge to outline the kinds of environments in which adult learning professionals are working. The changing working context concerns changes in the target groups that the educational programmes address, changes in the topics that the professionals cover and, most importantly, changes in learning methods (in general there is a more learner centred approach in adult education). The emphasis is not only on providing instruction, but also on focusing on the broader concept of learning, which involves paying attention to the well-being, motivation, and transformation of the individual.

2) **Professional profiles of adult learning staff**: The study shows that adult learning professionals fulfil a broad range of tasks and activities, especially in the case of teachers and trainers. The most important observation is that teaching staff is involved in practically every aspect of an educational organisation. Managers also face a broad array of tasks, although one that seems to be more consistent, in the sense that it contains management and coordination, development and planning, supervision and, to a lesser extent, technical and organisational support tasks. Too many contrasting tasks may threaten to overwhelm an individual's core competence while on the other hand, a too narrow definition may lead to a lack of multidisciplinary cooperation, with people being responsible only for their own area.

3) **Pathways leading to the profession**: The study shows that adult learning professionals have a variety of backgrounds. Many of them enter the profession without specific training to become an adult educator, though they often have experience in other work settings. There is no standard pathway for becoming an adult learning professional. Moreover, there is no evidence as to which pathway might be considered the most effective and might ensure the best preparation for the profession (in terms of learning outcomes). Finally, as a consequence of the broad variety of pathways and institutions involved, there is also a wide variety of qualifications, ranging from certificates of participation in a training course to diplomas and academic degrees. Moreover, adult learning professionals usually have 10 to 15 years of experience elsewhere before they decide to become adult educator. This variety makes the market for professionals and their employers less transparent.

4) **Quality assurance and quality management**: Quality assurance and management within adult learning institutes is indispensable for the professionalisation of the sector. Several national country studies illustrate a demand for more measurements in this field. The study shows that continuous professional development (CPD) and external evaluation only play a relatively small role in quality enhancement policies for adult learning providers. This indicates a need for change. It is necessary to increase external evaluation and pay more attention to the career prospects of practitioners. These strategies support processes of professional development in the sector. They stress the need for practitioners to have professional autonomy in determining their own career paths and, at the same time, to be accountable through external evaluation.

To conclude the ALPINE study shows that adult learning staff needs particular competences in order to carry out their wide variety of professional tasks such as teaching, managing, programme planning, etc. However, little attention has been paid to defining the content and processes for initial and continuous training of adult learning staff. There are many

educational and professional routes to become an adult learning professional and professionals are working in a wide variety of contexts. But little attention is paid on their continuous professional development. Part of the explanation is that the professions are not always recognised within formal career structures and compared with other educational subsystems. Adult learning is also characterised by high percentages of part-time staff (and people working on a voluntary basis) who may have few career prospects and who are frequently paid on an hourly basis.[1]

Current practices in Europe also show that many countries do not have a clear view of the competences needed to fulfil professional tasks in the adult learning sector, partly because of the diversity of the field and the wide variety of activities staff carry out. In several European countries, competence profiles and standards for adult learning staff have been developed and implemented[3], although their scope of application differs considerably between institutional and regional levels. There is a clear need for a set of key competences at European level to make systems comparable and to upgrade the quality of staff.

> There is a commonly felt need for a reference framework of key competences for the adult learning sector. This structure is not meant to be a prescriptive or an obligatory system. It is meant to serve as a frame of reference that Member States could use to develop standards for the whole sector.[2]

2.4 Aim of the study: developing a set of key competences for adult learning professionals

To partially overcome the 'hampering diversity' in the sector it is important to identify common elements in the work that adult learning professionals do and the key competences that come with carrying out the work. The Member States have recognised this need and as a response, the European Commission commissioned this study on key competences of adult learning professionals that can be used as a reference for further professionalisation.[4]

The set of competences can help to identify the competences needed to carry out a specific activity in a specific context. In other words the set of key competences can help to create comparable (European) competence profiles that can be used for individual countries in developing policy and improving the quality of provision.[5]

---

[1] Research voor Beleid & Plato (2008a) Adult Leaning Professions in Europe, a Study on Current Situation, Trends and Issues, final report (Zoetermeer).

[2] Research voor Beleid & Plato (2008a) Adult Leaning Professions in Europe, a Study on Current Situation, Trends and Issues, final report (Zoetermeer).

[3] Bechtel, Mark (2008), Competence Profiles for Adult and Continuing Education Staff in Europe: Some Conceptual Aspects, in: *Qualifying adult learning professionals in Europe*, (Bielefelt).

[4] Research voor Beleid & Plato (2008a) Adult Leaning Professions in Europe, a Study on Current Situation, Trends and Issues, final report (Zoetermeer).

[5] Following other European initiatives like: 1) The development of key competences for all citizens of the European Union (http://ec.europa.eu/education/school-education/doc830_en.htm) These Key competences refer to the knowledge, skills and attitudes that serve for personal fulfilment, social inclusion and active citizenship, and employability. These key competences form a reference tool for member states to adapt their school curricula to modern needs. 2) Improving teacher quality and teacher education (http://ec.europa.eu/education/school-education/doc832_en.htm) The Commission made a series of proposals for Improving the Quality of Teacher Education. 3) "Improving Competences for the 21st Century: An Agenda for European Cooperation on Schools" (http://ec.europa.eu/education/school-education/doc838_en.htm), the Commission is proposing an agenda for cooperation among the Member States to make school systems more relevant to the knowledge-based Europe of the future.

Aim of the study

The aim of this study is *to develop a common set of key competences that contribute to the development of a reference for Europe, which can be used by Member States on a voluntary basis*. Furthermore, flexible and alternative pathways for transfer of competencies should be studied in order to allow progression in the profession, both in terms of function and levels, and transition between professional profiles, allowing more stability inside the adult learning sector

Research questions

The following research questions have been taken into account:
1) What competences are relevant for working in the field of adult learning?
   - How are these reflected in educational programmes?
   - How are these reflected in job descriptions?
2) What instruments can be used for delivering the key competences identified to adult learning professionals and to help adult learning professionals develop the key competences?
   - At European level (with special attention to EQF, ECTS, ECVET, Grundtvig)
   - At national level
   - At sector level
   - At providers of training for adult learning professionals level
   - At employers level
   - At individual professional level
   - What good practices can be identified throughout Europe?

A set of key competences

In this study competences should be understood as a complex combination of knowledge, skills and abilities/attitudes needed to carry out a specific activity, leading to results.[1] Knowledge should be understood as a body of facts, concepts, ideas, principles, theories and practices related to a field of practice, work or study: Skills should be understood as a capacity learned or acquired through training in order to perform actions by applying knowledge: Abilities/attitudes should be understood as the physical, mental or emotional capacity to perform a task.

---

[1] This definition of competence takes into account the definitions used in the European document on Key Competences of lifelong learning: Competences can be defined as a combination of knowledge, skills and attitudes appropriate to the context, European Commission (2006a), Key competences for lifelong learning. And secondly, the definition used by Cedefop: Competence is not limited to cognitive elements (involving the use of theory, concepts or tacit knowledge); it also encompasses functional aspects (involving technical skills) as well as interpersonal attributes (e.g. social or organisational skills) and ethical values, Cedefop (2008), terminology of European education and training policy, p. 47. This definition differs from the definition of competence used by the EQF and ECVET systems. Qualifications describe their learning outcomes in terms of knowledge, skills and competences. In the EQF competence is defined as follows: "'competence' means the proven ability to use knowledge, skills and personal, social and/or methodological abilities, in work or study situations and in professional and personal development. In the context of the European Qualifications Framework, competence is described in terms of responsibility and autonomy." European Parliament and Council (2008), Recommendation of the European Parliament and of the Council of 23 April 2008 on the establishment of the European Qualifications Framework for lifelong learning.

2.5 Some demarcation points: the context in which adult learning professionals work

As indicated, competences are context bound: they describe a particular set of knowledge, skills and attitudes needed in a particular context given certain quality criteria. Therefore, it is necessary to take the context in which professionals are working into account when describing competence profiles. In the context, differentiations between competence profiles will occur. In other words *the context is the main carrier of particularity*.

Although this study acknowledges this contextual embeddedness of key competences, it tries to abstract from the particular context by identifying the common elements applicable to all context. By doing so, we are able to abstract the core competences that have been identified in other studies and in different contexts that could be applicable for everyone working in the adult learning sector. As a result, this study takes into account the wide array of activities that are being carried out in this sector, by all staff and in different contexts in the field of adult learning.

Having said this, abstracting from the context could only be done with a good understanding of the context in which adult learning takes place. For the purpose of this study we define adult learning as all forms of learning undertaken by adults after having left initial education and training regardless of how far this process may have gone (e.g., including tertiary education).[1] This definition covers all kinds of educational activities meeting a large variety of educational needs of different groups. A workable clustering of adult learning activities has been developed that is based on the work of van Dellen and van Der Kamp.[2] They identified four work domains in which adult learning takes place, namely:
- Education aiming at providing qualifications for the labour market: Vocational adult education;
- Education aiming at providing basic skills (second chance) not directly related to the labour market: Basic skills adult education;
- Education aiming to increase knowledge in culture and art: Cultural and arts adult education;
- Education aiming at increasing the social cohesion and citizenship: Social cohesion adult education.

Not only the goals of the educational programme differ but also the *form* of learning. This study focussed on competences needed for professionals providing adult learning in a formal and non-formal setting it leaves out informal learning since informal learning often happens unintentionally by both the learner and the educator.[3]

---

[1] European Commission (2006b) Communication from the Commission Adult learning: It is never too late to learn (Brussels, European Commission).

[2] Van Dellen & Van Der Kamp (2008) Work domains and competences of the European adult and continuing educator, in: S. Lattke & E. Nuissl (Ed) Qualifying Adult Learning Professionals in Europe (Bielefeld, W Bertelsmann).

[3] **Formal learning** is learning that occurs in an organised and structured environment (e.g. in an education or training institution or on the job) and is explicitly designated as learning (in terms of objectives, time or resources). Formal learning is intentional from the learner's point of view. It typically leads to validation and certification. **Non-formal** learning is learning which is embedded in planned activities not explicitly designated as learning (in terms of learning objectives, learning time or learning support). Non-formal learning is intentional from the learner's point of view. **Informal learning** is learning resulting from daily activities related to work, family or leisure. It is not organised or structured in terms of objectives, time or learning support. Informal learning is in most cases unintentional from the learner's perspective. See; Cedefop (2008), Terminology of European education and training policy.

This makes it hard to identify the competences needed to educate someone informally.

The clustering in work domains is, however, still not precise enough to determine the exact context in which adult learning professionals work. Variations can be found also within and between work domains. Such differences can be seen in the target groups, the team composition, the programmes used in the institute, the attention for professional development, the exact mission of the institute and the way in which learning is delivered (i.e. traditional teaching, blended learning, embedded learning) etc. The following list of questions can help to determine the context in which the activities need to be carried out. By answering these questions, the context in which adult learning professionals work can be mapped and the specific characteristics of the competences needed to carry out a certain activity in a specific context can be determined.

Determining the context in which adult learning professionals work

Learning/teaching:
- Who are the learners (level, age, interest, social background, work experience, needs, expectations, and perspectives)?
- Who are the educators? (number, team composition, backgrounds, experiences, links with work or community, teaching experience, teaching qualifications, specific expertise in Adult learning methodology)

Programme (development):
- Is a programme defined? What content, duration, intensity, level, activities, instruments, reading and other materials, assignments, assessments, evaluations are included? What choices may still be made by the educator and the participants?
- Who developed the programme? How does it relate to local or regional needs? Who have been involved in the development process? What is the role of the educator and of the participants in the process of identifying and elaborating the programme?

Institutional organisation/management:
- How is the school or the project organized? Who are the direct colleagues, how is the overall organization? How often do educators meet? What is on the common agenda? What roles and tasks are educators supposed to fulfil besides teaching?
- What are the formal entry requirements for educators? What kinds of contracts does the educator have? Salaries and tuition fees? How is outreach organized? Who takes care of marketing, intake, and other formal action towards participants?

Leadership/CPL:
- What is the philosophy, the vision and the mission of the organization? Are these views documented? How are educators supposed to comply with it and to demonstrate that? How is this monitored? What is the role of educators in composing the mission?
- Is any policy on continuing professional development (CPL) established? Is it optional or compulsory? How much time are educators supposed to devote to their own CPL? Is CPL being facilitated and, if so, in what way?

As indicated above, this study identifies the core competences by abstracting them from the different adult learning contexts. However, in the presentation of the results of the study we intend to provide some contextual explanations of the competences identified.

2.6   Level of responsibility

The set of identified key competences leaves open the question about the level of responsibility that a professional takes within the adult learning institute. This level of responsibility depends very much on the context in which a professional works and determines the reward and payment the professional receives for carrying the activities she/he is contracted for. The level of responsibility is not only dependent on the *number* of activities a professional carries out, and the *number* of competences he/she has, but also on the level of autonomy by which the professional executes the activities. It is by the level of responsibility and autonomy that the work done by the professional can be linked to learning outcomes of qualification structures and educational programmes.[1] However, in developing job descriptions for a position in an adult learning institute, one should pay attention to the level of responsibility that a future employee should be able to take up.

---

[1] European Council and European Parliament (2008), Recommendations of the European Parliament and of the Council of 23 April 2008 on the establishment of the European Qualifications Framework for lifelong learning.

3 Methodology: three step approach

Competences needed by adult learning professionals are described in job descriptions of individual organisations, the learning outcomes of specific educational programmes and, if available, qualification structures on national level. Moreover, there is a vast amount of (academic) research on teacher and management competences available throughout Europe. In identifying a set of key competences, it is therefore recommended to start with the richness of information available and derive the 'common elements' from that which has already been developed. Therefore, the methodology used consists of three steps:[1]

- **Competence identification**: Compiling all available information about the duties, tasks, responsibilities, roles and work environments related to the job and identifying the relevant knowledge, skills and attitudes required by adult learning professionals. This is done on the basis of the study of existing competence profiles, job descriptions, educational programmes, academic literature, and European wide studies on competences of educational staff.
- **Competence modelling**: Developing a consistent competence profile by making use of the compiled information on tasks, responsibilities and necessary knowledge, skills and attitudes. This is done involving experts and relevant stakeholders.
- **Competence assessment**: Checking whether the set of key competences is complete, consistent and workable for supervisors in the sector, professionals and other stakeholders.

Grounding the set of key competences on already existing frameworks and job descriptions provides the study a solid empirical basis, and by testing the outcomes amongst stakeholders the feasibility of the outcomes is guaranteed.

3.1 Competence identification

3.1.1 Sources

As has been said, there is a richness of data available on duties, tasks, responsibilities, roles, work environments and competences of adult learning professionals. However, this data is not always stored in a structured way. The first step in the study was to make an inventory of the activities adult learning professionals carry out and the kind of competences these professionals are supposed to have. In order to make this inventory, three groups of documents were studied by the research team:

i. **Academic and policy-related documents** on competences for working in the adult learning sector (see chapter 8). Besides the academic literature on competences and abilities of adult learning professionals, in recent years, the European Commission has addressed the issue of competences of teaching staff in a wide range of documents, not only with regard to the competences of adult learning professionals, but also the competences of people working in closely related fields (language teachers, VET-professionals and overarching fields (general teacher competences). Besides, several research insti-

---

[1] Rothwell, William J. and John E. Lindholm, Competency identification, modelling and assessment in the USA, *International Journal of Training and Development* 3:2 1999. pp 90-105. Based on the output-driven approach (Dubois, 1993).

tutes have put this topic on their research agenda.

ii. **Job descriptions**, **vacancy texts and competence profiles** on a providers level, sector level and, if available, national level (see chapter 8). Since no central database of job descriptions exists on European level or on national level, the job descriptions have been obtained by asking experts throughout Europe to deliver examples of job descriptions. The information provided by the experts was supplemented with additional information from related web sites. In total, 24 job descriptions from 14 countries across Europe were studied. This is not meant to be a 'representative' sample of job descriptions over Europe, but rather an overview of practices which generally are included in job descriptions across Europe. The selection of job descriptions can by no means be regarded as exhaustive and many more examples might be found.

iii. **Learning outcomes of educational programmes** designed at delivering competent professionals in the adult learning sector (see chapter 8). Educational programmes are generally better documented, available, and more extensive than job descriptions of individual providers of adult education. The learning outcomes describe the set of knowledge, skills and attitudes that an individual has acquired and is able to demonstrate after completing a learning process.[1] Often, learning outcomes have been defined by consulting the employers of future graduates and should therefore be a good indication of the competences adult learning professionals are supposed to obtain. The descriptions of learning outcomes have been obtained by the same method of collecting job descriptions; i.e. through consultation of experts throughout Europe. In total, 32 educational programmes have been studied by the research team. The selection included initial training programmes as well as in-service training courses and short modules.

3.1.2 Outcomes of the competence identification

The information obtained from the job descriptions and the educational programmes has been stored in a database. This database made it possible to make comparative analysis of the competences included in job descriptions and educational programmes. Hereby, a clear idea on the focus of the job descriptions and educational programmes was obtained. Despite a small number of discrepancies between the job descriptions and the educational programmes, generally speaking, the same activities and competences were mentioned. This picture is confirmed by the additional literature research.

On the basis of this identification, a first list of key activities was developed and a first overview of competences often mentioned was created. These long-lists were the starting point for the competence modelling.

3.2   Competence modelling

3.2.1 Expert workshop

Based on the results of the previous step, the research team organised an expert workshop (August 24-25 2009 in Zoetermeer, the Netherlands) for which a selected number of adult learning experts from all over Europe were invited. In this expert workshop not only aca-

---

[1] Compare Cedefop (2008), Terminology of European education and training policy.

demic experts participated but also providers and practitioners. The expert meeting consisted of three working sessions. For each session a moderator was selected, who was actively involved in the preparation, moderation, and reporting of the session.

- The first session focused on modelling the competences for professionals directly involved in the learning process (teachers, counselling and programme developers). During the session a first agreement was sought on the kind of key activities professionals involved in the learning process carry out. Secondly, for every activity, the necessary knowledge, skills and attitudes for carrying out the activity were identified. Thirdly, common elements, mentioned in relation to the different activities were identified that are of a more generic nature.
- The second session broadened the profile developed in the first session by examining other clusters of activities relevant to the sector (managers, support staff etc.). Also in this session the same methodology was used.
- In the last session ways of further developing adult learning staff have been considered in relation to the competences identified.

The final result of the workshop was the blue print for the set of key competences as well as for an inventory of ways of using the set of key competences as to allow progression in the profession and transition between professional profiles.

3.2.2 Modelling

After the expert workshop, the research team internally started to cluster knowledge, skills and attitudes linked to the key activities, into bigger competence-units. By continuously discussing the progress made, the model finally took shape in it's preliminary form. After agreement within the research team, the model was ready to be tested in a next phase of the study: the competence assessment.

3.3   Competence assessment

The assessment of the identified set of key competence was a decisive step in the research design. In this phase, the research team sought the confrontation with different groups of stakeholders by addressing the question of whether the set of key competences was consistent/complete, and how it might be used? Based on the comments retrieved from these confrontations with stakeholders, the set was continuously revised.

3.3.1 Meetings and conferences

In temporal order, the research team presented the outcomes of the study during 7 meetings:

- **Berlin**, **Germany**: October 7-9, 2009. Stakeholders present from the following countries: Germany, UK, Ireland, The Netherlands, Belgium, France, Liechtenstein and Luxembourg.
- **Oslo**, **Norway**: October 14-16, 2009. Stakeholders present from the following countries: Iceland, Norway, Sweden, Denmark, Estonia, Lithuania, Latvia and Finland.
- **Madrid**, **Spain**, October 26-28, 2009. Stakeholders present from the following countries: Cyprus, Greece, Italy, Malta, Portugal, Spain and Turkey.
- **Ljubljana**, **Slovenia**: November 4-6, 2009. Stakeholders present from the following countries: Austria, Bulgaria, Croatia, the Czech Republic, Hungary, Poland, Romania,

Slovakia and Slovenia.

- **Thessaloniki**, **Greece**: "Educating the adult educator: Quality provision and assessment in Europe" that takes place in Thessaloniki on 6-8 November 2009. Organised by the European Society for Research on the Education of Adults: ESREA-network.
- **Belgrade**, **Serbia**: EAEA Conference adult education: response to global crisis strengths and challenges of the profession, 14 November 2009. Organised by European Association for Education of Adults (EAEA).
- **Hasselt**, **Belgium**: 3rd international GRUNDTVIG Conference on 'Professional development of staff in adult education', 10-13 December 2009. Organised by EPOS, Belgium.

During the meetings feedback was collected, discussed, and included in the further development of the set of key competences.

3.3.2 Interviews

After processing all the comments from the last conference, the research team asked a total number of 6 stakeholders to give a final in-depth reflection on the outcomes of the study on key competences. The stakeholders ranged from a director of a second change education institute to a provider of the train the trainer programmes.[1] The stakeholders were sent an elaborated version of the set of key competences identified (18 pages) and were interviewed by phone. Questions were asked concerning the consistency of the set of competences and the way this set can be used in their country/context. With one stakeholder, a face-to-face interview was conducted.

3.3.3 Final report

The outcomes of the competence assessment were included in the final report.

3.4 Validity of the research findings

The validity of the identified set of key competences is guaranteed by the research design.

External validity
To justify the research findings as being a valid reflection of the situation, the research design took into account the following aspects:
- what kind of competences is being asked for by studying job descriptions?
- what kind of competences have been delivered by educational programmes?
- what kind of competences have already been described in detail in similar studies?
- what kind of competences do experts in the field indicate as important?
- what kind of competences do various groups of stakeholders include in the set of key competences?

By taking these five aspects on the competences needed by adult learning professionals, into account, the guarantee was made that the set reflects the actual competences generally needed by adult learning professionals.

---

[1] In chapter 7 of this report a list of the interviewed stakeholders in provided.

Internal validity

Besides the external validity, the research was supported by assuming the internal consistency of the outcomes. This *internal validity* contained the linking back of the competences to the key activities identified. The key competences were developed with the help of the key activities identified during the desk study as well as the work accomplished during the expert meeting. Since every competence contributes to particular key activities and since all the competences together cover the broad range of activities, all activities are supported by competences. In annex 1, two tables are presented that link the competences to the activities.
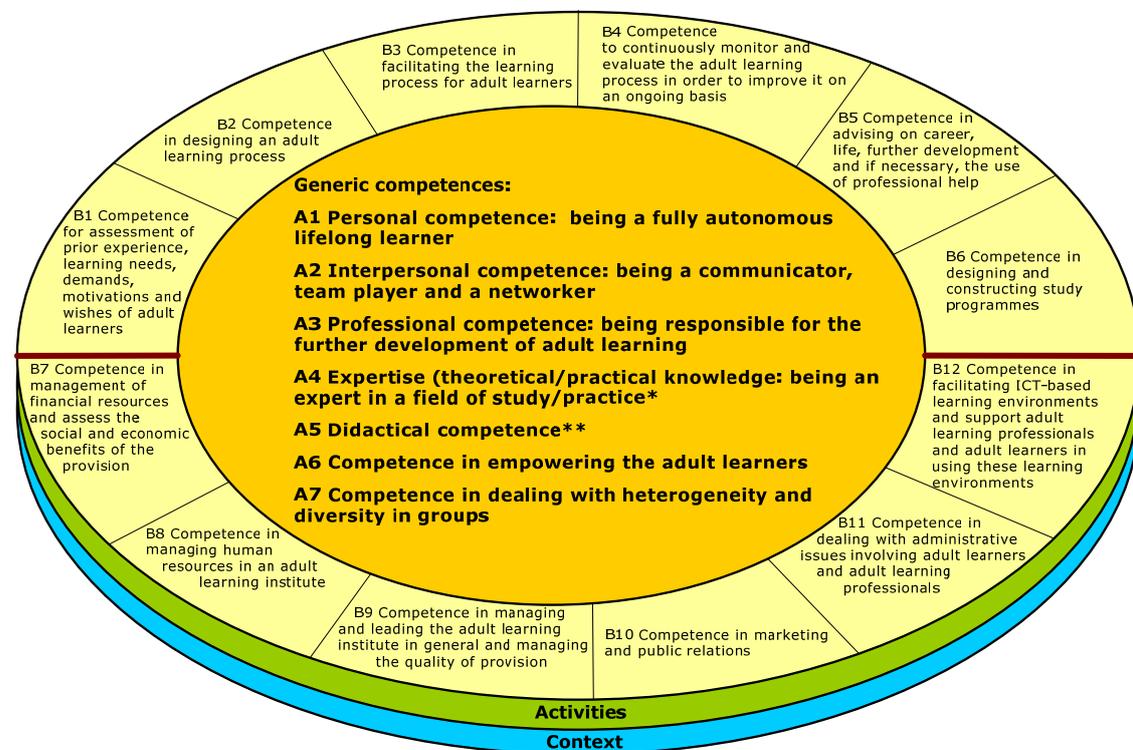
4 Outcomes of the study

4.1 Introduction

As described in the previous chapter, the main goal of this study is to identify a common set of key competences. This chapter presents the competences identified during the study, and is structured along the line of the graphic representation of the set of key competences as given here in figure 4.1.

Figure 4.1 Graphic representation of the set of key competences of adult learning professionals

Generic competences:

A1 Personal competence: being a fully autonomous lifelong learner

A2 Interpersonal competence: being a communicator, team player and a networker

A3 Professional competence: being responsible for the further development of adult learning

A4 Expertise (theoretical/practical knowledge: being an expert in a field of study/practice*

A5 Didactical competence**

A6 Competence in empowering the adult learners

A7 Competence in dealing with heterogeneity and diversity in groups

B1 Competence for assessment of prior experience, learning needs, demands, motivations and wishes of adult learners

B2 Competence in designing an adult learning process

B3 Competence in facilitating the learning process for adult learners

B4 Competence to continuously monitor and evaluate the adult learning process in order to improve it on an ongoing basis

B5 Competence in advising on career, life, further development and if necessary, the use of professional help

B6 Competence in designing and constructing study programmes

B7 Competence in management of financial resources and assess the social and economic benefits of the provision

B8 Competence in managing human resources in an adult learning institute

B9 Competence in managing and leading the adult learning institute in general and managing the quality of provision

B10 Competence in marketing and public relations

B11 Competence in dealing with administrative issues involving adult learners and adult learning professionals

B12 Competence in facilitating ICT–based learning environments and support adult learning professionals and adult learners in using these learning environments

Activities

Context

* For professionals not directly involved in the learning process, the expertise concerns not subject knowledge, but specific (for example managerial, administrative or ICT) expertise.

** For professionals not directly involved in the learning process or supportive in a managerial, administrative way, the didactical competence is less relevant.

In figure 4.1 three sets of statements are brought together. The first set refers to the repertoire of **activities**, the actual actions someone is supposed to be able to execute. The second set refers to the **competences** needed to carry out these activities, by which the level of performance is indicated. A third set refers to the **context** in which the person is assumed to take the actions. The contextual layer has already been discussed in the background of the study (section 2.3). In the following sections, the remaining two layers will be discussed separately. First, in section 4.2 the activities identified during the research will be discussed (the green layer). Subsequently, in section 4.3 the generic competences

identified during the study will be examined (orange layer), while sections 4.4 and 4.5 will deal with the more specific competences directly related to and supportive for the learning process (yellow layer). For the generic as well as specific competences, included will also be a description of the competences in terms of knowledge, skills and attitudes and how the competence is reflected in literature, existing job profiles, and policy documents and finally how these competences are addressed in different educational programmes. Although a large number of practices around Europe were gathered (job profiles and educational programmes), only one example of practice that is illustrative for the competence in question will be presented. In section 4.6, as a summary, the knowledge, skills and attitudes of all the competences will be clustered into one scheme. The last section of this chapter, 4.7, will raise the question of what is distinct in these competences as opposed to other educational sectors.

4.2 Activities of adult learning staff

Previous research made clear that adult learning professionals carry out a wide diversity of activities. In literature six main categories of activities have been identified (see box).

However, the distinction between the six clusters of activities does not align with the roles and positions included in the organisation of adult learning institutes. Although teaching activities are still at the heart of adult learning, other fields of activity have become increasingly important. Particularly important in this respect are management, activities such as counselling, coaching and supervision, and the activities in financial administration, project acquisition and strategy development and evaluation[2]. In fact, professionals with, for example, a primarily responsibility of educating, could also carry out a wide array of other administrative, managerial and counselling activities. For this reason the focus of this study is not as much on positions and professional roles, but rather on activities carried out within adult learning institutions.

Six activity fields within adult leaning could be identified, namely teaching, management, counselling and guidance, programme planning, supporting and media use activities that are important for the professional development of adult education.[1]

In total, 13 fields of activities have been identified during the study (as taken up in the green layer in the graphic representation). Figure 4.2 represents the green layer of activities included in the graphic representation of the set of key competences and provides an overview of the clusters of activities identified. Not all activities need to be carried out by one professional; they can be divided under a group of professionals, e.g., managers, teachers, support staff, etc.

---

[1] These areas of activity were identified by the European Research Group on Competences in the field of Adult and Continuing Education in Europe, which was initiated by the German Institute for Adult Education in October 2005.

[2] Faulstich, Schiersmann, (1999); Kraft (2006).

Figure 4.2   Repertoire of activities carried on institutional level
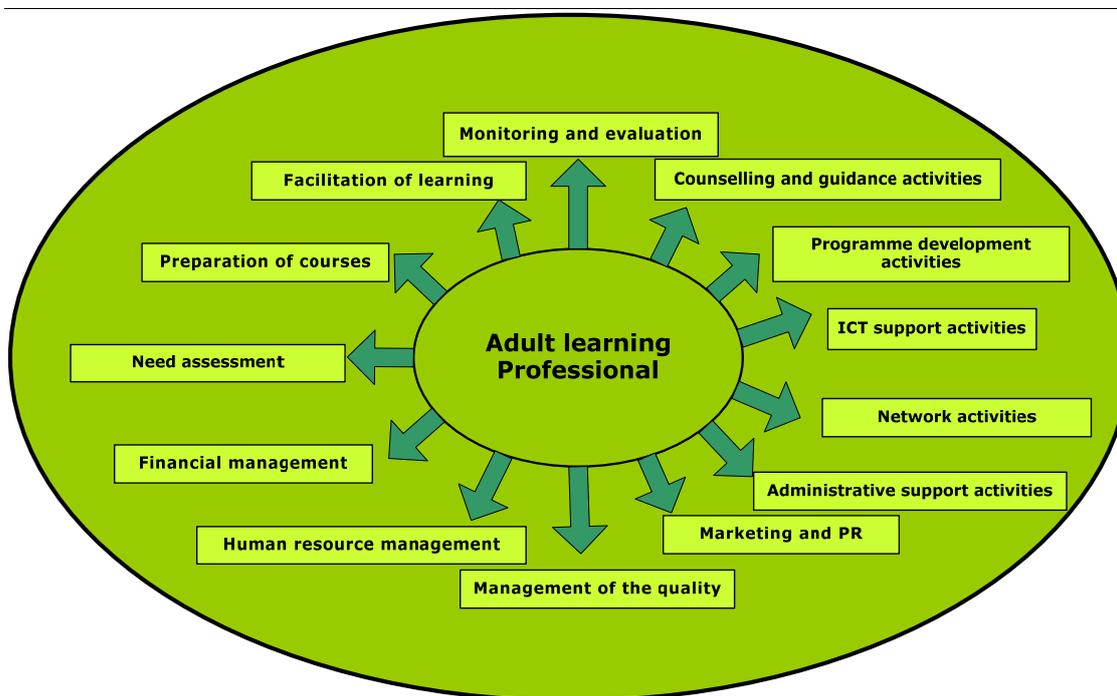
Source: Research voor Beleid

In the section below, each cluster of activities, will be presented in more details

4.2.1   Need assessment activities

In contrast with other educational sectors, need assessment is particularly important be-
cause adult learners bring with them a lot of experience, expertise and prior knowledge in
the learning process that should be taken into account when attuning the learning pro-
gramme. From the study of job descriptions and the opinions of experts, it became clear
that need assessment is a very important field of activity in the adult learning sector. This
is confirmed by various sources.[1] The need assessment includes two specific activities:

- Identify the various needs (identifying the background, history, gaps, and personal
  goals) and possibilities, potential and capacities of adult learners. This is contextualised
  with respect to the individual learner and the broader societal needs.
- Identify and assess the entry levels, prior learning and experience of the adult learner.

4.2.2   Preparation of courses activities

These activities are often linked with teacher and training activities, but can also be carried
out separately, for example when there is a fixed course programme and one professional
prepares the course for other colleagues who deliver the course. Job descriptions do not
always mention these activities explicitly, but experts emphasise that these activities
should be included. The following activities are listed:

---

[1] See, for example: Cedefop (2009), 'Competence framework for VET professionals'.

- Identification of the learning (re)sources and adequate methods (including ICT-facilities). This relates to the material and non-material resources inside the institute (what do the learners bring to the course, stakeholders, relevant organisations, enterprises etc.).
- Planning and organising the learning process keeping in mind the various backgrounds, learning needs, levels etc of the adult learners.
- Setting, negotiating and communicating the objectives of the course and informing the adult learners of the structure of the learning process.

4.2.3 Facilitation of learning activities

All job descriptions include teaching in their description of activities. However, this broad cluster includes several distinct though closely related activities being carried out through the many different contexts in which professionals work. Activities include not only the facilitation as such, but also activities such as managing group processes and updating the subject matter.
- Relating the learning process to the living world and practice of the adult learner. This is achieved by making use of the prior knowledge and experience of the adult learner, by integrating real life contexts into the classroom.
- Empowering, activating, motivating and encouraging the adult learner, being a challenger, inspirer of adult learners, and mobiliser of their motivations.
- Creating a positive learning/development environment.
- Having awareness and understanding of diversity and having insight in the problems that can occur because of diversity and anticipating the consequences for the adult learner, the group and oneself.
- Providing, or facilitating the acquisition of, relevant content in the learning process (knowledge, skills, insight, in-formation and attitudes).
- Making the content accessible and attuning the content to the needs and abilities of the learners.
- Developing tasks and assignments to support the learning process of the adults
- Managing the learning process: Monitoring, assessing and evaluating the learning process and the progress of the adult learners.
- Keeping track of the aims that have been set during the course and making changes in the course to improve the learning process, as well as management of time in the course
- Managing group processes and dynamics.
- Keeping up to date with the current developments in adult learning sector, the methodological changes and developments concerning the subject matter.

4.2.4 Monitoring and evaluation activities

The activities clustered under monitoring and evaluation are often closely related with the facilitation of learning-activities: in teaching and training one should be involved in constant monitoring and evaluation, as seen with the last activity listed under the facilitation of learning section. However, the activities included in this cluster are directed more at evaluation of what learning processes bring to the adult learners and in what way they progress.
- Providing support and feedback as a two-way process to the learners (receiving and giving between the adult learning professional and the learner).
- Evaluating the context, the process and the outcomes of the learning process.

4.2.5 Counselling and guidance activities

Adult learners need support and guidance. Not only on the actual learning taking place, but also in other fields like work, career and further education. The specific guidance depends on the aims and goals of the adult education delivered. The following activities are included in this cluster:

- Offering career information and basic information on work environments.
- Application of tests to obtain information on the relevant characteristics of adults for their career.
- Offer pre-entry, on-course and pre-exit guidance.
- Application of personal guidance and counselling skills (including the context of second chance and return to learning).
- Offer guidance on meta-cognition (learning to learn/study skills).
- Offer subject specific academic guidance and share information with other professionals.

4.2.6 Programme development activities

Adult education takes place in courses, and in many cases these courses are part of a bigger programme. Creating and developing these programmes is a distinct field of activity, including the following activities:

- Curriculum design at module and programme level.
- Development of programmes that are flexible in terms of mode (full-time/part-time), timing (modularity) and location (face-to-face/distance/mixed), taking into account adults' personal situations.

4.2.7 Financial management activities

Not all activities within an adult learning institute are directly related to learning. Like in every other (educational) institute, managerial activities must also be carried out. One cluster of managerial activities concerns the management of finances, a field of activity that becomes increasingly important considering shifting budgets and increasing project financing in the adult learning sector. It includes the following activities:

- Management of resources.
- Constructing and managing budgets.
- Preparing applications for funding.
- Determination and elucidation of benefits.

4.2.8 Human resource management activities

Other managerial activities deal with managing human resources. As in every (educational) organisation, human resources are very important in providing high quality provision. The following human resource activities can be identified:

- Daily management of teaching and non-teaching staff.
- Organisation of course-teams, building of teams and building of institutional culture.
- Conducting appraisal and organising professional development.
- Recruitment of staff, drawing up contracts.
- Monitoring and evaluating staff performances.

- Supporting/empowering staff and its personal development.
- Responsibility for teacher and staff competences/informing staff on training offers.
- Setting up Continuous Professional Development activities.

4.2.9 Overall management activities

Besides the management of finances and human resources, there are other managerial activities to be carried out of a general nature. These activities concern the relation between the organisational structure and quality assurance. The following activities have been identified in this respect:
- Working according to organisational procedures.
- Arrangement of committees and boards.
- Oversee learning environment.
- Monitoring and evaluation of programmes and implementing improvements.
- Assessment of demand for existing provision and for new programmes.
- Building of relationships with external communities.
- Delegating tasks and power.
- Responsibility for quality assurance/ QA strategy/monitoring QA.
- Contribute to formulation of institutional mission.
- Lobbying and negotiating with external bodies.
- Following and implementing changes in legislation and regulations.

4.2.10 Marketing and PR activities

Activities need to be carried out in the adult learning institute that promote the institution, reach target groups and build relations with stakeholders. The following activities are listed under the marketing and PR heading:
- Marketing of programmes.
- Assessment of demand for existing provision and for new programmes, building of relationships with external communities.

4.2.11 Administrative support activities

Like in any other (educational) institute, administrative activities need to be carried out. This involves also the provision of information to adult learners and colleagues.
- Dealing with administrative issues with regards to the adult learners, adult learning professionals and the institute (answering phone calls, monitoring budgets, word processing, booking courses, collating students' achievement etc.).
- Informing adult learners and staff on administrative issues (referring students to courses, referring to sources of further information and supporting adult learning professionals).

4.2.12 ICT-support activities

ICT has become more and more important in adult learning institutes. Many courses and programmes make use of ICT-based learning environments. Using those environments is one thing, but developing and maintaining those environments is something different. The following activities have been listed under ICT-support:

- Contribute to the design of ICT-based and mixed mode programmes of study, using multiple forms of media (WWW, integrating text, audio and video).
- Delivery of the ICT-based programmes.
- Collaboration in design teams, involving teachers, learners, administrators and instructional designers.
- Conduct and facilitate assessment within on-line environments.
- Use of electronic discussion forums and other media including PC-based audio and video-conferencing for academic and guidance support.
- Contribute to the design of web pages for marketing, maintain personal web pages.

4.2.13 Overarching activities

There are a number of activities that have a more generic nature. The following list contains a number of these overall activities in working in the adult learning institute:

- Working with others (colleagues, stakeholders, managers, enterprises and learners) in order to develop the learning process.
- Link to the social context, networks, stakeholders (how the institute fits in the field) by creating relevant networks with actors in the field outsides the institute.
- Link to relevant professional networks, other colleagues, adult learning professionals to find support in developing adult learning initiatives, in other words, share your experiences with you colleagues (in and outsides the own institute).
- Contribute to the wider community, concept of provision or promotion of effective learning activities.
- Add to knowledge base of your institution/ setting to provide a further raise of quality
- Coaching new teachers (other colleagues).
- Reaching the target groups (public outreach).

In the following sections these activities will be described in more detail in terms of competences needed to carry out all these activities.

4.3   Generic competences (A)

Generic competences are relevant for carrying out all activities in the adult learning sector. Every professional working in the sector ought to possess these competences regardless of whether they carry out teaching, managing, counselling or administrative activities, since these competences define what it means to be an adult learning professional. However, the weight given to each competences and the extent to which these competences are applicable to every person working in the sector differs. A manager, for example, should mainly be competent in managing an adult Learning Institute, but nevertheless also should have some knowledge on how adults learn and the different learning methods, styles, and techniques deployed.

This cluster of generic competences consists of seven competences:

A1)   Personal competence in systematic reflection on one's own practice, learning and personal development: **being a fully autonomous lifelong learner**.

A2)   Interpersonal competence in communicating and collaborating with adult learners, colleagues and stakeholders: **being a communicator**, **team player and net-worker**.

A3)   Competence in being aware of and taking responsibility for the institutional setting in which adult learning takes place at all levels (institute, sector, the profession as such and society): **being responsible for the further development of adult learning**.

A4)   Competence in making use of one's own subject-related expertise and the available learning resources: **being an expert**.

A5)   Competence in making use of different learning methods, styles and techniques including new media and being aware of new possibilities and e-skills and assessing them critically: **being able to deploy different learning methods**, **styles and techniques in working with adults**.

A6)   Competence in empowering adult learners to learn and support themselves in their development into, or as, fully autonomous lifelong learners: **being a motivator**.

A7)   Competence in dealing with group dynamics and heterogeneity in the background, learning needs, motivation and prior experience of adult learners: **being able to deal with heterogeneity and groups**.

The first three competences (A1-A3) deals with aspects in relation to being a professional, while the last four competences (A4-A7) are more focused on pedagogical / didactical competences. In the following sub sections these competences will be presented more in-depth.

4.3.1   Being a fully autonomous lifelong learner (A1)

Title: Competence in systematic reflection on their own practice, learning and personal development: **being a fully autonomous lifelong learner**.

Description: The adult learning professional is competent in systematic reflection of their own practices, learning and personal development and is able to incorporate the findings of that reflection into their own professional practice. The professional is able to see their own practice within the larger context of the institute, sector, the wider profession and society and is able to define their own role and responsibility within these contexts. With regard to this responsibility, the professional portrays consistency, authenticity, discipline and critical thinking. The professional is concerned about their own development, is willing to further develop and improve him/herself and sees him/herself as an autonomous lifelong learner. Furthermore, the adult learning professional has some basic organisational skills, such as time management.

Essential knowledge, skills and attitudes are:

Knowledge: The adult learning professional
- has knowledge of his/her own role within the institutional setting
- has knowledge of the possibilities for further development of his/her own professional practice

Skills: The adult learning professional
- is able to be self-reflective
- has the ability of critical thinking towards his/her own professional practice
- is able to assess his/her own learning needs
- is able to manage his/her own learning process
- is able to organise work and time

Attitudes: The adult learning professional
- is authentic and consistent in his/her opinion
- is interested in his/her own professional development

Empirical underpinning: The aim of self-reflection and investing in personal development is to improve their own practices and learning processes. The goal of reflection is in the end to provide better service and support the adult learners in their development in a better way.

In literature such as the European Commission's 2008 study on adult learning professions, the ability to be self-reflective was identified as an important competence for adult learning staff. In the survey under institutions, some respondents explicitly included self-reflection as an additional entry requirement. Additionally, this competence holds an important place in projects like VINEPAC, Competent-sys-trainer and AGADE.[1] In the *European Profile for language Teacher education* (Southampton, 2004), attention is paid to this personal competence. Elements that have been included here are for example 'training in the development of reflective practice and self-evaluation' and 'training in the use of the European language Portfolio for self-evaluation'.

Other European sources on the competences of teachers and the Communication on Improving the Quality of Teacher Education also acknowledge that professional development in the context of autonomous lifelong learning implies that teachers continue to reflect on their practice in a systematic way, evaluating the effectiveness of their teaching strategies and amending them accordingly, and assessing their own training needs.[2] The Council of the European Union states that teachers should be able to, by means of reflective practice and research, develop new knowledge and be innovative.[3]

It is further encouraged that those who contribute to the knowledge-base of society should themselves be lifelong learners as well.

---

[1] Handbook for the use of VALIDPACK, IREA, project partnership, 2008, and Sleurs, W. et al. (2006) Leonardo da Vinci Report Project Report 'Competent-Sys-Trainer': Steps towards a better integration of a competence-based management system for trainers into human resources systems, Brussels: Radom.

[2] European Commission (2007), Improving the Quality of Teacher Education, 392 final, p. 14

[3] European Council (2007), Draft conclusions of the Council and of the Representatives of the Governments of the Member States, meeting within the Council, on improving the quality of teacher education, 14413/07, p. 9.

> *"Teachers should be supported in order to continue their professional development throughout their careers. They and their employers should recognise the importance of acquiring new knowledge, and teachers should be able to innovate and use evidence to inform their work. They need to be employed in institutions which value lifelong learning in order to evolve and adapt throughout their whole career. Teachers should be encouraged to review evidence of effective practice and engage with current innovation and research in order to keep pace with the evolving knowledge society. They should be encouraged to participate actively in professional development, which can include periods of time spent outside the education sector, and this should be recognised and rewarded within their own systems." European Commission, Common European Principles for Teacher Competences and Qualifications*

Almost all the job descriptions mention the ability to be self reflective as a necessary competence. However, this competence is poorly described as 'being self-reflective', or possessing 'critical thinking'. The textbox below provides a positive example of a job description including the personal competence and describing it in detail.

Second Chance Education Institute, **Belgium**
In Belgium, in the Second Chance Education Institute Antwerp, the personal, self-reflective competence has been described to some extent as: critical attitude to one's own actions: the willingness to question their own methods, approaches and one's self.
This competence intends to improve practices of adult learning staff. The aim of the institute is to give opportunities to low-educated adults for further learning.

The ability to be self-reflective involves knowledge on how adult learners perceive the teacher and to be able to listen to implicit and explicit feedback from the participants and colleagues.

This competence is often included as learning outcomes of educational programmes. An instance of an educational programme delivering this competence as a learning outcome can be found, amongst others, in Lithuania. The example is presented in the box below.

Management of Educational Services, bachelor degree, university study programme, Lithuania
Aim: To prepare qualified specialists able to analyse the learning needs and possibilities of adults, to plan, organise and evaluate teaching/learning processes and professional development of employees in relevant organisations, and to evaluate the effectiveness of these processes in the context of the lifelong learning and changes in job market
Duration: 4 years, 240 ECTS
Description of this competence: Self-improvement competence. Being a professional performance in a responsible, effective and independent way, with an adherence to ethical requirements, creating and maintaining individual working relationships founded on respect and ethical principles, and monitoring one's own professional activities in order to continually improve them.

4.3.2 Being a communicator, team player and networker (A2)

Title: Competence in communicating and collaborating with adult learners, colleagues and stakeholders: **being a communicator**, **team player and networker**.

Description: The adult learning professional is competent in interacting with others involved in professional practice, is able to establish a relation of trust and shows integrity. The interaction with the adult learners entails approaching them with respect for their diverse backgrounds, and questioning their perceived needs and possible disadvantages. The adult learner should be able to feel respected in a trusting learning environment. In collaborating with colleagues and stakeholders, the professional has the ability to act as a team player, exchange knowledge and experience, communicate in a clear fashion, identify problems and find solutions in improving the learning process. In addition, the professional is a networker and is aware of the training needs of stakeholders (employers, society etc.). With this competence comes the ability to give and receive feedback to and from adult learners, colleagues and stakeholders.

Essential knowledge, skills and attitudes are:

Knowledge: The adult learning professional
- has knowledge of ways to establish a relationship of trust with adult learners, colleagues and stakeholders
- has knowledge of relevant communications techniques

Skills: The adult learning professional
- is able to communicate in a clear fashion with adult learners, colleagues and stakeholders.
- is able to work in teams
- is able to collaborate closely with colleagues,
- is able to exchange knowledge and experience,
- is able to identify problems and find solutions together
- is able to give and receive feedback to and from adult learners, colleagues and stakeholders
- is able to use the feedback in the improvement of the professional practice

Attitudes: The adult learning professional
- has integrity
- respects others and their different backgrounds
- has a positive attitude towards working together

Empirical underpinning: The profile on language teacher education addresses the importance of team work, collaboration and networking, both inside and outside the immediate school context. Peer observation and peer review are also mentioned as relevant strategies and skills. Working with others is explicitly included as a key competence in the Common European Principles of Teacher competences and qualifications.

The Communication *Improving the quality of teacher education* states that the teacher should have the skills to work in close collaboration with colleagues.[1] This is generally in accordance with competence profiles for teachers in other educational domains, as well as other professionals working in the educational sector. The Competence framework for VET

---

[1] European Commission (2007), Improving the Quality of Teacher Education., 392 final, p. 13

professionals by Cedefop emphasises the use of internal and external networks and the ability to participate in these networks. "In order to keep up to date with new technologies, new work practices and future trends in professions, teachers need to be aware of what is going on in the labour market and the enterprises."[1] The external networking relates to connecting with the professional networks, the world of work and internationalisation. Internal networking include engaging in institutional networks and teams, developing own institution through networks and teams and promoting peer learning in networks and teams. The Council emphasises that education and training institutions at all levels – from schools through to vocational, adult and higher education institutions – should, to the appropriate extent, seek greater openness and responsiveness to the wider world and actively communicate with other partners in society at large.[2] The open attitude towards the wider world in affirmed in the Common European principles for teachers as well.[3]

Not only teachers need the ability to network and to develop interpersonal relations, other adult learning professionals need the same generic competence. To carry out managerial activities in an adult learning institute, the following competences are needed by professionals: a) building relationships with various agencies and institutions to enhance the delivery of services; and b) accessing and making available information to clients about community resources and issues, and relevant laws and regulations.[4]

Almost all job descriptions mention interpersonal competences. However, this is not one 'solid' competence, but a cluster of competences ranging from communicative and feedback skills to being able to work in groups and teams. In general, it can be stated that job descriptions in all work domains seek basic communication skills such as the ability to listen, write and communicate in a clear and understandable way.

An example of a job profile that puts emphasis on interpersonal competence is that of the National Centre of Vocational Guidance (Greece). The interpersonal competences included in this description are: interpersonal communication (ice breaking techniques), flexibility, crisis resolution, active communication, authenticity, tolerance and respect for others.

In the job descriptions most of the time interpersonal competence refers to working together with colleagues. Here too, however, the competences do not include much more information than mentioning teamwork as an essential part of the work, while in general the descriptions do not elaborate on the aim or content of team work. The box below provides information from a job description elaborating on this competence.

---

[1] Cedefop (2009), , Competence framework for VET professionals. See: Cedefop (2009), Continuity, consolidation and change. Towards a European era of vocational education and training.
[2] European Council (2009), Conclusions on the professional development of teachers and school leaders, November 2009, p. 5.
[3] "Institutions providing teacher education should work collaboratively in partnership with schools, industry, and work based training providers. […] They should also work in learning organisations that reflect on their own and other's best practice, and which collaborate with a wide range of community groups and stakeholders. Higher education institutions need to ensure that their teaching benefits from their knowledge of current practice. Teacher education, in itself, should be an object of study and research." European Commission (2003), Common European Principles for Teacher Competences and Qualifications, p. 3.
[4] Sherman R., Tibbetts J., Dobbins D., Weidler D. (2001) Management Competencies and Sample Indicators for the Improvement of Adult Education Programs. Washington D.C.: U.S. Department of Education, Division of Adult Education and Literacy.

The general aim of the team work is to improve the exchange of information on learners and good practices in order to improve the learning experiences of adult learners. This includes improving the institution's organisation as well.

Being a communicator, team player and networker is often mentioned in educational programmes included in our sample. A case description can be found in Ireland.

NUI Maynooth: NUI certificate in adult guidance, theory and practice, Ireland
Aim: The Certificate in Adult Education (Professional Development) is designed to give tutors, adult education practitioners and those interested in adult learning an opportunity to reflect critically on issues guiding and influencing the field of adult education.
Duration: 30 ECTS
Description of this competence:
- Interpersonal competencies include skills and strategies used in advising, informing and guidance
- Working more effectively with others in teams and networks
- Managing relations and boundaries with clients

4.3.3 Being responsible for the further development of adult learning (A3)

Title: Competence in being aware of, and taking responsibility for the institutional setting in which adult learning takes place at all levels (institute, sector, the wider profession and society): **being responsible for the further development of adult learning**.

Description: The adult learning professional is competent in seeing their own practice within the broader scope of the institute, the sector and the wider profession and society. The professional is aware of the societal role that adult learning plays. This competence includes taking responsibility for the further development and improvement of the institutional setting in which adult learning takes place at all levels. In this, the professional is able to participate in networks, is loyal, able to negotiate, able to find solutions to problems and shows commitment to the profession. Furthermore the adult learning professional is able to anticipate changes in professional practice, the institute, the sector, the profession as such and society.

Essential knowledge, skills and attitudes are:

Knowledge: The adult learning professional
- has knowledge of the institutional setting of the institute
- is aware of the mission and the role of the institute, the sector and the role the profession plays in society and within the European context of Lifelong learning

Skills: The adult learning professional
- is able to take up responsibility for the further development and improvement of the institute, the sector and the profession.
- is able to anticipate change in society that affects the institute and the profession.
- is able to participate in networks
- is able to communicate, negotiate and find solutions to problems together with stakeholders

Attitudes: The adult learning professional
- is loyal and committed to his/her own profession
- is open to change
- is solution minded
- is aware of the social and societal dimension in adult learning
- is aware of possible political or ethical aspects in adult learning

Empirical underpinning: The Common principles on Teacher competences state that the profession of teacher is a profession based on partnerships and teachers should keep track with recent developments in their profession: "Teachers should be encouraged to review evidence of effective practice and engage with current innovation and research in order to keep pace with the evolving knowledge society."[1] This comes back as well in the Communication Improving the quality of teacher education, namely that the teacher should posses the skills to work in close collaboration with colleagues, parents and the wider community.[2] In this phasing, 'parents' should be replaced by 'adult learners' themselves, since they can deliver input to determine the setting in which the learning process takes place and how the learning process can be improved.

The Council of the European Union elaborates on the ability to work in close collaboration and adds that teachers should acquire the competences which enable them to "participate in the development of the school or training centre in which they are employed."[3] This accounts as well for other professionals in the educational setting.

In general, **this competence is not often mentioned in job descriptions**, and it addresses different components relevant for each work domain. In the following examples, the Estonian case describes this competence in some detail, while the Maltese example exemplifies the knowledge of the policy context in which the work takes place (see box below).

---

[1] European Commission (2003), Common European Principles for Teacher Competences and Qualifications, p. 3.
[2] European Commission (2007), Improving the Quality of Teacher Education, 392 final, p. 13
[3] European Council (2007), Draft conclusions of the Council and of the Representatives of the Governments of the Member States, meeting within the Council, on improving the quality of teacher education, 14413/07, p. 9.

Professional standard adult educator, Estonia

The competences that have been mentioned with regard to interpersonal relations are:

- skills for making and holding contacts;
- knowledge of the specifics and guarantees of general education, work-related training and popular education according to the Adult Education Act, and ability to implement them in everyday work;
- having an overview of the current situation of adult education in Estonia; and
- insight in the progression and development of adult education.

In this example the adult learning staff must have the competence to evaluate the position of adult learning and the position it takes in society.

Basic skills professionals, Malta

In Malta, adult learning professionals who work in the basic skills sector are required not only to have knowledge on adult learning strategies, but they also should have a clear educational vision in-line with the new National Minimum Curriculum especially with respect to adult education and school-community links, and have knowledge and familiarisation with the Adult Learning Action Plan of the EU.

This specific competence has not often been included in job descriptions elsewhere, but can be of great importance since it portrays a crucial element which is also mentioned in the cluster of interpersonal competences: namely, the interest in the social dimension of adult learning in general and the lifelong learning agenda.

This competence is not always included in the description of learning outcomes of educational programmes, however, an example can be found in the UK/Scotland.

Postgraduate Certificate in Adult Guidance, UK/Scotland

Aim: It provides an overview of the practice of guidance in the context of education, career development and life change. It examines issues of definition, role, principles and values, organisation and service delivery. Furthermore it examines all forms of information to be used in assisting clients and supporting the guidance practitioner. Lastly it offers the opportunity to identify the use of counselling skills in the working practice of guidance. Participants will be encouraged to reflect and analyse their own work with clients. There will also be an opportunity to explore some of the introductory issues in counselling theory and in particular of the person-centred approaches.

Duration: 60 hours.

Description of this competence:

- Discuss critically the role of adult guidance in educational and employment contexts.
- Describe the development, organisation and delivery of adult guidance provision, drawing on examples from Scotland and in other countries.

4.3.4 Being an expert in a field of study/practice (A4)

Title: Competence in making use of their own expertise and the available learning resources: **being an expert in a field of study/practice**.

Description: The adult learning professional is competent in using their own expertise in a specific field of study or a field of practice and is aware of relevant recent developments in the (academic) field of study or practice. This not only to *transfer* knowledge or skills but also, by selecting and providing resources, to enable adult learners to learn and develop *themselves*. Closely related to this competence comes the competence to choose and attune resources to the educational level and background of adult learners.

Essential knowledge, skills and attitudes are:

Knowledge: The adult learning professional
- has knowledge of the field of study (subject knowledge) or the field of practice (experience, practical knowledge)
- has knowledge of relevant recent developments in (academic) literature or study
- has knowledge of the learning resources learners bring in themselves (knowledge, experience, expertise).
- has knowledge concerning the learning resources that can be used in the learning process, including those that stimulate adults' self-directed learning

Skills: The adult learning professional
- is able to select the right learning resources
- is able to choose and attune the resources to the demands of the individual adult learner and the group.
- is able to make use of the learning resources that adult learners bring in.
- is able to motivate adult learners to learn independently using suggested learning resources

Attitudes: The adult learning professional
- is aware of relevant recent developments in his/her own field of expertise
- has an open mind towards using new learning resources.
- shows creativity in selecting the resources in order to stimulate adult learners to learn independently

Empirical underpinning: Teachers, no matter what educational sector they are in, must have subject knowledge available. All general competence frameworks for teachers and European sources stipulate that subject knowledge is important. For example, the *Common European Principles for Teacher Competences and Qualifications* indicate that all teachers are graduates from higher education institutes and every teacher has extensive subject knowledge. In academic literature is the knowledge of a particular subject or specialism as a core competence of 'front-liners' (teachers, instructors etc.) mentioned as well.[1]

---

[1] Paul Fordham and John Fox, Training the adult educator as professional, in: *International Review of Education/Internationale Zeitschrift für Erziehungswissenschaft/Revue internationale l'éducation*, Volume 35, Number 2 / June, 1989 p. 207.

This holds as well for the adult education sector and **is confirmed by all job descriptions studied**. In order to facilitate learning, the adult learning professional must possess a certain level of knowledge on the subject.

Not in all cases is this mentioned as a competence, but usually as an entry requirement expressed in qualification needed to carry out the job (most of the time a higher education degree in a particular subject). An example is a job description from the Netherlands (see box below).

> **Teacher in communication, the Netherlands**
> A company in the Netherlands is searching for a teacher in Communication. As entry requirements it states that, among others, the professional has at least a degree on EQF-level 4 in communication and at least 5 years of experience in communication functions, and that the professional is still working in this field.

The expertise is in many cases essentially *experience*. This job profile indicates as well that the subject knowledge is not only theoretical knowledge in a vocational setting, but also non-vocational context, practical knowledge and 'knowledge how to use knowledge in practice'.

This subject knowledge includes the responsibility to keep the knowledge base of the learning process up-to-date. This has been expressed in several job descriptions and is also a returning point in other studies. The idea is often characterised as the professional attitude of the teacher, since being a professional includes that the person is able to follow developments in their own field of expertise.

The subject knowledge is in the first place relevant for traditional teachers who must deliver knowledge to adult learners during coursework. However, the subject knowledge is also of great importance for learning situations where the adult learner is self responsible for their own development and acquisition of knowledge, and where the teacher is more of a facilitator, coach, counsellor or an advisor. Having expertise and knowledge in a particular subject entails having knowledge on learning resources and the ability to select appropriate learning materials for the course. Especially in executing activities having to do with the design of a learning process or learning programme, the professional's competence in using their own subject knowledge to select the learning resources for the learning process is important.

Subject knowledge is also relevant for counsellor and guidance professionals. An example where this in mentioned explicitly is the Continuing Professional Training institute in Ireland (see box below).

> **Continuing Professional Training institute, Ireland**
> Counsellors at the Continuing Professional Training institute in Ireland should have relevant subject knowledge, meaning knowledge on counselling conventions, multicultural counselling, lifelong guidance and adult training models.

In the text above, the professional expertise was more linked to activities directly related to the actual learning process, meaning specific expertise and subject knowledge that can be used in the learning process, in the development of programmes or the expertise and knowledge that can be used in counselling and guiding the adult learners. However, this competence also relates to the professional expertise of other activities, like the managerial, administrative and media use fields (not directly related to the learning process). As necessary, professionals responsible for carrying out these activities must also develop and maintain an in-depth knowledge base of their own content area.[1] The competence pass for adult educators, for example, mentions organisational and management competences that comprise "commercial and strategic thinking and acting in regard to businesses and organizations. This includes comprehensive abilities in financial planning, business and personnel development, project planning, execution and evaluation, controlling, training planning, cooperation forms and other possibilities of strategic cooperation."[2]

Expertise as such is not often included in educational programmes. Most of the time programmes have as target groups people who already have expertise in a particular subject yet lack the educational qualities to educate others in it. An example of such a programme is the Module 'Continuing education and lifelong learning' of the Open University of Cyprus (see box below).

'Continuing education and lifelong learning' of the Open University of Cyprus, Cyprus

Aim:

1. Deliver subject knowledge
2. Enhance competence and skills in guidance and counselling
3. Furnish learners with the skills to practice guidance and counselling

Target group: Educators; Teachers

Duration: One year full-time; Three to four years part-time.

4.3.5 Being able to deploy different learning methods, styles and techniques (A5)

Title: Competence in making use of different learning methods, styles and techniques including new media and awareness of new possibilities, including e-skills and ability to assess them critically: **being able to deploy different learning methods, styles and techniques in working with adults**.

Description: The adult learning professional is competent in, and shows confidence in, using different learning methods (didactics), styles (approaches) and techniques including new media, ICT and social networks in the learning process of adults. Didactics refers to specific methods to enable adult learners to learn and gain knowledge and skills. Approaches alludes to the different styles of transferring knowledge, which includes traditional teaching, facilitating, coaching and supporting adult learners in their own learning

---

[1] Sherman, R., Tibbetts, J., Woodruff, D., and Weidler, D. (1999) Instructor competencies and performance indicators for the improvement of adult education programs. Washington D.C.: U.S. Department of Education, Division of Adult Education and Literacy.

[2] Böhm, J. (2009) Competence Pass for Adult Educators a new Approach, Bonn: German Institute for Adult Education. Paper presented at Teachers and Trainers in Adult Education and Lifelong Learning - Professional Development in Asia and Europe 29-30 June 2009 in Bergisch Gladbach, Germany, p.6

process. Furthermore the professional should be aware of relevant recent developments concerning new methods, styles and techniques, and of the new possibilities that come with this. Also, the professional is able to critically assess the value of new technologies for the adult learners.

Essential knowledge, skills and attitudes are:

Knowledge: The adult learning professional
- has knowledge of learning methods (didactics) relevant for the learning processes of adult learners
- has knowledge of learning styles (approaches) relevant for the learning processes of adult learners
- has knowledge of learning techniques (ICT, new media and social networks) relevant for the learning processes of adult learners
- oversees relevant recent developments concerning new media and the possibilities that comes with it in supporting the learning process

Skills: The adult learning professional
- is able to use the learning methods (didactics) to support the learning process of adults
- is able to use the learning styles (approaches) to support the learning process of adults
- is able to use the learning techniques, including ICT and new media (social networks) to support the learning process of adults.
- is able to adjust the style of guiding the learning process to the individual adult learner and the group

Attitudes: The adult learning professional
- is confident in applying different learning methods, styles and techniques
- has a positive, though critical view towards new developments in methods, styles and techniques.
- is open to change in using new technologies
- is creative in using different methods, styles and techniques in the learning process to stimulate adult learners.
- has a critical and reflective attitude towards available information and takes responsibility for the use of information

Empirical underpinning: Knowledge of learning methods, learning styles and techniques are a prerequisite to work in an educational setting. This is indicated by all (European) sources dealing with teacher competences. The issue of what kind of methods must be applied in adult learning as opposed to initial education has been the subject of debate for years. In general, the trend in adult education is that the methods and styles should be in line with a more learner-centred approach. Greater attention has been paid to ICT-based techniques in recent years.

All job descriptions indicate that relevant didactical knowledge is necessary. A number of job descriptions studied explicitly mention a degree in working with adults, or at least some years of experience in working with adult learners. Some examples can be provided. A very well described example is the National standards for lifelong learning in the UK. This profile pays close attention to the didactical competence adult learning professionals should have. One element in this is that relevant theories of learning are used to support the development of practice in learning and teaching. A second chance school in Belgium points to a more 'soft' side of the didactical competence: the adult learning professional should have agogic passion, or the desire and ability to communicate curriculum

through varied, interesting and appropriate didactical methods and ensure that the results (objectives of the course, learning outcomes) are obtained. Another example of a teacher in a second chance school, this time in Greece (SDE), mentions didactical competences and technological competences to compliment the learning process. In order to assure that staff has these competences the organisations set entry requirements taking into account the years of experience in adult teaching and learning, studies in adult teaching and learning and participation in training of adult educators programmes. Other institutes (KEE, KEK, KEENAP and NELE) in Greece share these requirements, as well, even adding requirements of foreign languages and the presentation of papers in conferences, journals and books.

Some examples of job descriptions explicitly mention androgogic competences, such as By-web in Portugal, Philean in Romania and the Elsa Brändström school in Sweden.

The description of the didactical competence leaves open *what* methods, styles and techniques adult learning professionals should be able to use, and only states that the adult learning professional is able to *use* adult learning relevant methods, styles and techniques. This is because didactical insights will change and it is the responsibility of the adult learning professionals to keep their didactical knowledge up to date. During the intermezzo light will be shed on different learning styles and didactical methods.

INTERMEZZO: Learning styles and didactical methods

The way people learn best depends on their individual learning style. Learning styles are approaches or ways of learning and various different learning styles can be identified, all having their own ways of interacting and own didactical methods for transmitting information or facilitating learning. The adult learning professional must be able to identify what learning style is most appropriate for the individual learner and in what way the learning will learn best. Four different learning styles most appropriate in adult learning can be identified in literature:

- Cooperative learning;
- Discovery learning;
- Problem-based learning; and
- Active learning

The box below gives a description in further detail of the four learning styles.

Cooperative learning: Cooperative group learning is a "structured process that requires learners to work together on a task, share information, and encourage and support each other" (Cranton, 1996, p. 26). In a cooperative group situation, the educator is considered an expert and is responsible for designing the activities and issues that the group will work through. Because educators are considered experts, they are in a position of power that will ultimately control the outcome of the experience. The cooperative group focuses on the issues and subjects versus the interpersonal processes. There is often a goal to be achieved, and the conversation focuses on achieving that goal (Cranton, 1996).

Discovery learning: Is a method of inquiry-based instruction and is considered a constructivism-based approach to education. It is supported by the work of the learning theorists and psychologists Jean Piaget, Jerome Bruner and Seymour Papert. Although this form of instruction has great popularity, there is considerable debate in the literature concerning its efficacy (Mayer, 2004). The mantra of this philosophical movement suggests that we should 'learn by doing'. Discovery learning takes place in problem-solving situations where the learner draws on his own experience and prior knowledge and

---

is a method of instruction through which learners interact with their environment by exploring and manipulating objects, wrestling with questions and controversies, or performing experiments.[1]

Problem-based learning: Problem-based learning approaches to education often generate a justifiable enthusiasm among the educators of adults who have become frustrated with the limitations of traditional lecture-based education. However, educators contemplating a change to a problem-based format rarely anticipate the many practical difficulties that can destroy one's enthusiasm and create chaos in the group. An essential component of problem-based learning is that content is introduced in the context of complex real-world problems. In other words, the problem comes first (Boud, 1985; Boud and Feletti, 1991; Woods, 1985). This contrasts with prevalent teaching strategies where the concepts are presented in a lecture format and precede "end-of-the chapter" problems. In problem-based learning, learners working in small groups must identify what they know, and more importantly, what they don't know and must learn (learning issues) to solve a problem. These are the prerequisites for understanding the problem and making the decisions required by the problem. The problems' nature precludes simple answers. Learners must go beyond their textbooks to pursue knowledge from other resources in-between their group meetings. The primary role of the instructor is to facilitate the group process and learning, not to provide easy answers. With the change in format come different forms of assessment such as group examinations.

Active learning: Active learning is an umbrella term that refers to several models of instruction that focus the responsibility of learning on learners. Bonwell and Eison (1991) popularized this approach to instruction. Practice after initial learning is of vital importance in one's education/career, and is important for cognitive development, but is practice required during learning? It has been suggested that learners who actively engage with the material are more likely to recall information (Bruner, 1961), but several well known authors have argued this claim is not well supported by the literature (Anderson Reder, & Simon, 1998; Gagné, 1966; Mayer, 2004; Kirschner, Sweller, and Clark, 2006). Rather than being behaviourally active during learning, Mayer (2004) suggests learners should be cognitively active.

The appliance of which didactical method depends on many variables and the adult learning professional should be able to choose the appropriate method given the specific situation. In literature six different didactical methods are discussed:
- The role-play methods
- Scaffolding
- Praxis
- Group work
- Dialogue
- Lecturing
The box below gives further details of the didactical methods identified in literature.

---

[1] Proponents of this theory believe that discovery learning has many advantages, including: •encouraging active engagement •promoting motivation •promoting autonomy, responsibility, independence •developing creativity and problem-solving skills. •a tailored learning experience . Critics have sometimes cited disadvantages including: •creating a cognitive overload •potential misconceptions •teachers may fail to detect problems and misconceptions.

The role-play method: Role-play can be defined as a method in which people are presented with a real or artificial context, experimenting states and circumstances similar to real ones. It involves two or more participants that are given roles to play and enact based on the information they receive: the role description, concerns, objectives, responsibilities, emotions, etc., of each character and a general description of the situation and problems that each of them faces. The participants develop a strategy to react or think in a particular situation, and possibly suggestive solutions to solve the problem or to analyse the situation. S/he also learns and forecasts on the reactions and possible behaviour of the other participants in the context. Consequently, not only does this technique lead to self-learning about the expected outcome of a situation, but it also helps understanding the others' perception about the task or issue. Results are evaluated and discussed with participants at the end of the session.

Scaffolding: Scaffolding, a term taken from Applebee and Langer, implies empowering adults with their own authority. First, a task that they need to accomplish is identified; then, they are given a facilitator-determined scaffold or structure to follow in order to achieve the task. Once that task is achieved, the next task is set and scaffold again. A new task is set. Using the previous scaffolds, adults can begin to learn on their own. As they become increasingly in control of their own learning, they can adapt the scaffolds to various situations. The activities provided in scaffolding instruction are just a bit beyond the level of what the learner can do alone. The more capable other provides the scaffolds, so that the learner can accomplish (with assistance) the tasks that he or she could otherwise not complete.

Praxis: Praxis is a Greek word for defining action with reflection. The idea of doing while learning is a widely recommended approach to teaching adults as well as children, although the existence of some kind of participatory and collaborative element may be one of the most frequently cited differences between the educations of children and adults. Adults returning to the learning process want to see how theory relates to practical application, and one way to 'do' while learning is to set skills in the context of problem solving. Another way is to provide experiences for learners and allow them to construct their own knowledge. The praxis model for adult education places lifelong learning and the adult learner in a societal context and recognizes that learners and knowledge are embedded in context. Praxis places attention on three essential tasks of the learner: consciousness, practice, and reflection on practice. The method can be used in two different manners: reflexive and non-reflexive. The non-reflexive praxis is used to create a routine mechanism that is operating within the adult learners' frame of mind. Used in a reflexive manner, the method aims at provoking participants to unsettle their settled mindsets and to have a fresh look at the world around and to intervene. In this sense, praxis intervention method helps members struggling against structurally deep-rooted discriminations. Within the process of praxis intervention, adults would first listen to an expert opinions, explanation and demonstration of the phenomenon under discussion or competence to be developed. In the next phase, the learner would carry out experiments and exercises relevant to the topic or domain, conducted individually, collectively and collaboratively, under the expert's guidance. The results of this phase should be discussed and clarified with each other and the expert.

Group work: As an adult education method, group work involves the realization of structured tasks by a defined group. While the task is defined by the educator and sometimes also by the individuals forming the group, the way in which the task is going to be accomplished is defined only in general terms by the trainer or left entirely at the choice of the group. Similarly, the definition of the task within the group is decided by the group itself, the trainer or adult educator pre-defining only the required or expected roles and results. The group has total control over group processes and interac-

tions. Depending on the allocated resources, dimension and complexity level of the task, the educational processes based on group work must take into consideration the principles of group formation, its stages (forming, storming, norming and performing) and their influence on the participants and on the learning process as a whole. The group work results are combined and discussed by the adult educator with the whole group as from the group's perspective, not as individual contributors.

Dialogue: Questions that allow adults to interpret and incorporate facts into their experiences are especially helpful to adult learners. However, dialogue can get out of hand unless ground rules are set. These ground rules might include topics such as: learners must raise their hand and wait before they can jump in, or times when dialogue will not be appropriate, etc. It is also important to solicit opposing viewpoints and to encourage participation. Dialogue doesn't have to be confined to the classroom. The Internet offers wonderful opportunities for additional dialogue, allowing educators and learners to extend cooperative problem solving outside the immediate community of learners and into a multicultural one. The constructivist view stresses communication among adults and between adults and the facilitator. Four kinds of communication and dialogue environments can be distinguished: • discussion (in person or via email) • argumentation (making a case for a particular viewpoint) • inquiry teaching (adult learner-constructed response to an instructor-posed question) • brainstorming (generating ideas without attempting to criticize them). Ideally, the educator uses different types of communication within a classroom during a learning process.

Lecturing: Besides its criticisms, lecturing continues to be the most prevalent teaching technique (Thielens, 1987). A shift to a reduced reliance on lecture could be due, in part, to the increased discussion and research into alternative teaching techniques, most of which fall under the umbrella of active learning methods. Active learning techniques focus on the direct involvement of the adult learner with the learning material and can include short writes, brainstorming, quick surveys, think-pair-share, formative quizzes, debate, role playing, cooperative learning, collaborative learning, and adult learner presentations to name a few.[1]

The didactical methods can be used in accordance with various learning styles. Some learning styles are more related to specific didactical methods than others. For instance, when the individual learning style of an adult learning can be defined as active learning, the effective didactical method used will probably not be lecturing, but role-playing or group work.

ICT-use and techniques: ICT-skills are always mentioned in studies and documents concerning teacher competences.[2] ICT competences are considered very important in lifelong learning, because it can "broaden access to learning opportunities for adults."[3]

Open and distance learning is perhaps the most widely used technique that supports the learning process with the use of new technological and ICT advancements. The term open and distance learning reflects both the fact that all or most of the teaching is conducted by someone removed in time and space from the learner, and that the mission aims to include

---

[1] Many have argued for an increased use of these techniques (e.g., Bonwell and Eison, 1991; Chickering and Gamson, 1987; Cooper and Mueck, 1990; Kozma, 1978; Michaelsen et al., 1997; Millis and Cottell, 1998; Weimer, 1992), and changes in teaching methods supported by such arguments may now be revealing themselves in the classroom.

[2] European Council (2007), Draft conclusions of the Council and of the Representatives of the Governments of the Member States, meeting within the Council, on improving the quality of teacher education, 14413/07, p. 9: "make use of ICT in their various tasks, as well as in their own continuing professional development."

[3] Eurydice (2007), Non-Vocational Adult Education in Europe, Executive Summary of National Information on Eurybase, Working Document, January 2007, p. 32.

greater dimensions of openness and flexibility, whether in terms of access, curriculum or other elements of structure. Open and distance learning systems can usually be described as made up of a range of components such as: the mission or goal of a particular system, programmes and curricula, teaching/learning strategies and techniques, learning material and resources, communication and interaction, support and delivery systems, adult learners, tutors, staff and other experts, management, housing and equipment, and evaluation. In this respect ICT is a valuable resource for putting more flexible, motivating and personalised programmes and schemes into practice. Using ICT to secure access to a much more extensive range of courses than locally available, for example, is believed to increase motivation to embark on and persevere with a course. Schools, higher education institutions and libraries are thus all increasingly taking steps to facilitate ICT environments. Yet, although such schemes to enhance facilities are proliferating, it is not always easy to determine the impact they will have on teaching activities. Educational content in electronic form is gradually undergoing development and specialised research centres are being established. At their best these initiatives are coupled with identification of evaluation and selection criteria to guarantee the high quality of educational products made available to teachers and learners. Besides the provision of facilities and the development of educational software, ICT is also of value in establishing inventories of available products and programmes and stimulating the activity of teacher and trainer networks. In addition it facilitates individual learning strategies in which learners assume responsibility for their activity.

A European research project on local learning centre and learning partnerships shows that ICT can be used in various ways in the learning process[1] (see box below).

The role of ICT in adult learning institutes, according to a European-wide study on local learning centres and learning partnerships:
- The use of ICT as the objective of the initiative. Participants are trained in order to enhance their computer skills;
- The use of ICT as a vehicle of the learning process. ICT made it possible to take part at any time and in any place. The use of ICT directly served the purpose of bringing learning closer to home;
- The use of ICT as a source of knowledge. It provides participants with databases they can turn to;
- The use of ICT as a means of opening connections with the local, or business community;
- The use of ICT as a way to create a virtual learning environment for all parties concerned;
- The use for ICT for the purpose of making the activity more attractive and to give it an added value;
- The use of ICT for practical implementations of ICT, such as:
  - The use of ICT for a help desk purpose;
  - The use of ICT for job search purposes;
- The use for ICT as multimedia environment for various purposes including, drama, dance music etc.;
- The use for ICT for Video conferencing;
The use for ICT for language teaching and language learning.

The adult learning professional should be able to identify the purpose of the use of ICT and to select the technology that applies best with the supported of the learning process.

---

[1] See: Research voor Beleid & Plato (2006); Developing local learning centres and learning partnerships as part of Member States targets for reaching the Lisbon goals in the field of education and training: a study of the current situation.

The job descriptions studied often mention knowledge of ICT and e-skills without specifying for what purpose the ICT skills should be used. Most of the time, they refer to the ability of adult learning professionals to carry out basic tasks to support the learning process (including administrative tasks) and that they feel acquainted with software programmes used in the institute.

> **Trainer in distance learning, Bulgaria**
>
> A job description in Bulgaria for a trainer in distance learning emphasises ICT skills. As a requirement the job description mentions e-skills, building and facilitating virtual seminars, work in Wikis, synchronous and asynchronous discussions, e-written feedback to students and maintaining an e-portfolio.

Another source on adult learning competences writes: "Media competence describes the ability to work professionally with available technical means. This is supposed to ensure an ideal preparation and presentation of learning topics."[1]

Furthermore, the adult learning professional is assumed to be able to use the internet as a learning resource. When the subject of the course is the use of ICT and computers, then of course a more profound knowledge is requested. However, this would fall under the professional expertise competence (A4), since it concerns specific subject knowledge.

The competence in making use of different learning methods, styles and techniques is present in almost all descriptions of learning outcomes of educational programmes studied. The box below presents one example.

> **SVEB 1: Certificate, Switzerland**
>
> **Aim**: The graduates of the module are able to transfer the andragogic orientation and qualification process of their educational institution to their own courses. They are able to analyse their audience, the aims of the course and the testing of the outcomes within a given time-frame. They are able to plan the teaching and learning according to the criteria of adult learners and are able to choose their methods. In the evaluations they take into account the relevant evaluation criteria. Given the situation, the increase of knowledge, the learning environment, support possibilities for learners and management interventions, the graduates are able to shape the relationships and level of interaction between instructor and participants and between participants themselves (roles, conflict, contract, etc.). Finally they are able to reflect on their own behaviour and consider the consequences thereof.
>
> **Target group**: People who have expertise in their own field of study and who already have experience in conducting courses for adults.
>
> **Duration**: 13,5 ECTS
>
> **Description of this competence**:
> - To use adult-oriented, participatory, motivation-increasing didactical learning and teaching methods.
> - To use various methods.
> - To use normal didactic media properly (overhead projector, pin board, flip chart, European electronic media).

---

[1] Böhm, J. (2009) Competence Pass for Adult Educators a new Approach, Bonn: German Institute for Adult Education. Paper presented at Teachers and Trainers in Adult Education and Lifelong Learning - Professional Development in Asia and Europe 29-30 June 2009 in Bergisch Gladbach, Germany, p.6.

4.3.6 Being a motivator (A6)

Title: Competence in empowering the adult learners to learn and support themselves in their development into, or as, fully autonomous lifelong learners: **being a motivator**.

Description: The adult learning professional is competent in empowering the adult learners to develop themselves towards, or as, autonomous lifelong learners. The professional is able to use different styles and techniques to motivate, empower and inspire adult learners in their learning process and is able to make the relevance of the learning clear from a broader perspective. The adult learning professional is responsible for creating a stimulating learning environment for adult learners.

Essential knowledge, skills and attitudes are:

Knowledge: The adult learning professional
- has knowledge on methods and techniques to stimulate, motivate and empower adult learners to learn and develop themselves
- has knowledge of cultural differences of learners

Skills: The adult learning professional
- is able to motivate, stimulate and empower adult learners
- is able to communicate the relevance of the learning process within a wider perspective
- is able to bring in daily life

Attitudes: The adult learning professional
- is empathic
- is inspiring for adult learner

Empirical underpinning: Competence to empower adults is not always mentioned in literature on teacher competences. This competence can be seen as a very specific competence for those professionals working in the adult learning sector. The issue of empowering, or motivation, is addressed in the Cedefop 2009, '*Competence framework for VET professionals*'. This study, carried out by the Finnish National Board of Education, includes in the skills in motivating and guiding learners towards learner autonomy in its list of competences.

To empower and stimulate adult learners it is important to create a safe and stimulating learning environment. According to European sources, every teacher must acquire the competence which will enable teaching staff to 'create a safe and attractive school environment'.[1] This accounts as well for adult learning professionals. There are various methods that can be applied to empower adult learners, which are in line with the learning styles and didactical methods mentioned previously. To stimulate the adult learner is to assess the individual learning style and apply the right didactical method to the individual learning style, taking into consideration their expectations and their background (i.e. age, race, gender, social and economic status, religious beliefs and sexual orientation). Some examples of these methods are: structured warm-up activities method, presentation method, reading materials method, demonstrations method, video and films method, and so on. The short list of examples is not exhaustive; many others can be discovered consulting the theory and practice available in the adult education field. More importantly, every such method

---

[1] European Council (2007), Draft conclusions of the Council and of the Representatives of the Governments of the Member States, meeting within the Council, on improving the quality of teacher education, 14413/07

has a multitude of possible implementations and invites to be used with flexibility and creativity, not only as a method per se, but also in mixtures and combinations that hold the potential of real innovation.

Researches and observations consistently confirmed that discovery, experiential and group-based learning are the main learning models used in non-formal education/learning. Metaphor, drama, play and reflection are the main carriers of training content and skills development (also refer to didactical methods above).

The competence to empower adult learners is often described in different words or implicitly presupposed in the pedagogic competence in working with adults. Therefore, **this competence is often not explicitly mentioned in the job descriptions studied**. Though examples of the emphasis on empowering can be found in different countries, here an example is given from the Sensus study association in Sweden (see box).

> **Trainer/coach at Sensus study association**, **Sweden**
> In this institute the professional is able to strengthen, enthuse and motivate women participating in the course to support them moving forward in practice, work or study. This competence is explicitly relevant in the Women's project of the institute: The Women's project is aimed at women aged 20-50 years who are unemployed and should be encouraged to further develop themselves.

This competence is also applicable for other activities like management and administrative support. These positions provide support to the adult learners, but perhaps more importantly also to the learning institution's whole staff by creating a constructive working and learning environment.

There exists a vast amount of (management) literature on creating a constructive working and learning environment. Some sources relevant especially to the adult learning sector discuss the broad category of leadership skills.[1] It may be the case that in some adult education institutions, as in other sectors of education, institutional development has now become so complex that it is unlikely that any single person at any level of the institution is able to manage the complexities of continuous improvement in a rapidly changing environment. For example, in higher education the changing environment has led to a changing relationship between higher education and the State[2] and leadership is being distributed to more people than previously was the case.

Rather than being hierarchical and pyramid-like, leadership roles are now being taken on by more people at more junior levels. The extensive field-based research of Sherman et al[3] amongst practitioners suggests that the most effective managers model appropriate professional behaviour and encourage other staff members to act in a professional manner, demonstrate effective interpersonal and communication skills, encourage active involvement of all staff and stakeholders in decision-making processes, establish and promote the philoso-

---

[1] Sherman, R., Dobbins, D., Tibbetts, J., Crocker, J. and Dlott, M (2002a) Management Competencies Assessment Instrument. Washington D.C.: U.S. Department of Education, Division of Adult Education and Literacy.
[2] Henkel, M. (2002) Emerging concepts of Academic Leadership and their implications for Intra-Institutional Roles and Relationships in Higher Education.¹ European Journal of Education, Vol. 37, No 1.
[3] Sherman, R., Dobbins, D., Tibbetts, J., Crocker, J. and Dlott, M (2002a) Management Competencies Assessment Instrument. Washington D.C.: U.S. Department of Education, Division of Adult Education and Literacy, pp. 8-9

phy, goals, and objectives of adult education, promote an environment in which linguistic and cultural differences are valued and appreciated and initiate and facilitate the change process. Further, the work of Sherman also identifies the competences needed and the indicators to continuously measure the professional development of staff.[1]

The competence to create a constructive working and learning environment and to support professionals does not only show itself in managerial leadership skills, it is also highly relevant in carrying out administrative support for adult learners, volunteers, professionals and stakeholders. The administrative support contributes directly to the creation of a constructive working environment in which other professionals can focus on their key activities.

This competence is not often explicitly mentioned in the educational programmes included in the sample. Sometimes it is briefly addressed in the didactical competence. One example where it is mentioned separately can be found from Bulgaria (see box).

Program for tutors' training and development for supported (blended) distance learning – provided by the School of Management, **New Bulgarian University**, **Bulgaria**
Aim: Education and training of tutors for effective management, organisation and participation in SDL (blended) learning and self-directed development based on Competence standards.
Duration: 6 months using the supported distance learning approach
Description of this competence: The graduate is able to motivate and has a positive attitudes toward learners' potential for success.

4.3.7 Dealing with heterogeneity and diversity in groups (A7)

Title: Competence in dealing with group dynamics and heterogeneity in the background, learning needs, motivation and prior experience of adult learners: **being able to deal with heterogeneity and diversity in groups**.

Description: The adult learning professional is competent in dealing with the heterogeneity and diversity in the historical, social, economic, religious background, learning needs, motivations, prior experience and knowledge, learning history, (learning) abilities, learning styles, age and gender of the adult learners and to understand their stages of development. This includes understanding of the value of diversity, respect for differences and the ability to incorporate or obviate any differences in the learning process. The professional shows empathy, is reliable, authentic and is loyal to the adult learners. Furthermore, the professional has the ability to analyse behaviour of adult learners and the group, the ability to identify possible problems and conflicts and to act strategically to prevent and/or manage possible conflicts and anger towards individual adult learners, the group and the professional him/herself. The adult learning professional is responsible for creating a safe learning environment which is based on mutual respect and cooperation in which the adult learners can develop into, or as, fully autonomous lifelong learners.

---

[1] Sherman, R., Dobbins, D., Tibbetts, J., Crocker, J. and Dlott, M (2002a) Management Competencies Assessment Instrument. Washington D.C.: U.S. Department of Education, Division of Adult Education and Literacy, p.18

Essential knowledge, skills and attitudes are:

Knowledge: The adult learning professional
- has knowledge of the value of diversity and heterogeneity in a group
- has knowledge of the stages of human development in adulthood
- has knowledge of group dynamics
- has knowledge of methods to deal with possible conflict situations

Skills: The adult learning professional
- is able to recognise diversity in backgrounds
- is able to recognise the value of diversity
- is able to deal with heterogeneity
- is able to analyse behaviour
- is able to recognise tensions, problems and possible conflicts
- is able to act strategically to prevent and/or manage these possible conflicts

Attitudes: The adult learning professional
- is reliable
- is consistent
- is to be trusted
- is empathic
- has respect for difference in order to deal with heterogeneity and group dynamics

Empirical underpinning: Education often takes place in group settings. In adult education this is also the case, though the groups often contain more heterogeneity than in other educational settings especially in regards to age differences, socio-economic background, cultural and religious background, prior experience and motivations. The professional has "skills in mobilizing, leading and facilitating learning groups",[1] a thought emphasised in European sources as well. As stated in the *European Profile for Language Teacher Education,* this idea is expressed in the conclusion that language teachers should have an educational background and experience of dealing with intercultural and multicultural environments, and should have the competence to train in the diversity of languages and cultures. The Communication from the European Commission on Improving the Quality of Teacher Education states that teachers must have the ability to "work in multicultural settings, including an understanding of the value of diversity, and respect for difference."[2] Furthermore, it is emphasised that the teacher should be able to support the learners in their development as fully autonomous lifelong learners. In the reaction from the Council, these statements have been taken over in slightly revised form emphasising heterogeneity and mutual respect.[3] The Framework of VET professions includes similar competences as well, for example in conflict mediation and diversity management.[4]

In most job descriptions the competence of dealing with heterogeneity and groups

---

[1] Fordham, Paul, and John Fox (1989), Training the adult educator as professional, in: *International Review of Education/Internationale Zeitschrift für Erziehungswissenschaft/Revue internationale l'éducation*, Volume 35, Number 2 / June, 1989 p. 207.

[2] European Commission (2007), Improving the Quality of Teacher Education, 392 final, p. 13

[3] European Council (2007), Draft conclusions of the Council and of the Representatives of the Governments of the Member States, meeting within the Council, on improving the quality of teacher education, 14413/07, p. 9.

[4] Cedefop (2009), Competence framework for VET professionals, p. 34 etc.

is mentioned explicitly. An example comes from Malta, where profiles have been developed for adult basic skills teachers (see box).

> **Basic skills teacher, Malta**
> Adult basic skills teachers in Malta are required to work closely with other Adult Educators involved in the delivery of Adult Basic Skills courses in other localities in order to identify effective modalities for: (a) mobilising the strengths, potential and expertise of Adult Learners, as well as (b) enabling Adult Learners to identify and meet their learning needs. Teachers should have the ability to animate groups and work as part of a team.

This competence is found often in the description of learning outcomes of educational programmes from the sample. An example is the national certificate of trainers in Portugal (see box).

> **National Certificate of Trainers, Portugal**
> **Aim**: Development of personal and interpersonal skills in a training context; the acquisition of technical skills that support professional performance; and the application of the skills acquired during the teaching process.
> **Duration**: Minimum 90 hours
> **Description of this competence**:
> * Identify the main group phenomena;
> * Identify the types of behaviours which contribute to conflict resolution

4.3.8 Conclusion on generic competences

Generic competences are relevant for carrying out all activities in the adult learning sector. Every professional working in the sector ought to possess such competences, regardless of whether they carry out teaching, managing, counselling or administrative activities.

The first three generic competences relates to the prerequisites for being a professional in the adult learning sector (those are: being an autonomous learner, being a communicator, team player and a networker and being responsible for further developing the profession). The adult learning professional should be responsible for their own development and be an autonomous learner within their own career-long professional development, has the ability to anticipate change in the sector, and contributes to the development of the organisation and the wider profession. Through these competences the adult learning professional is able to see ways to improve the learning process. Furthermore, the adult learning professional can work together with colleagues and other stakeholders to exchange knowledge, experience and expertise in order to improve the learning process. The adult learning professional is aware of the societal embeddedness of adult learning and of the role adult learning plays in society. Therefore the adult learning professional must have competences in maintaining interpersonal relations with adult learners, colleagues, stakeholders and other relevant organisations, in improving their own practice, the institute, the adult learning sector and the adult learning profession by means of (self) reflection, and being continuously directed at improving the professional practice on different levels.

The last four generic competences (being an expert, being able to deploy a wide variety of learning methods, styles and techniques, being a motivator, and being able to deal with

heterogeneity of groups) have a strong pedagogical / didactical focus. First of all, the adult learning professional has the competence to work with knowledge, skills, technology and information in a way that is relevant to adult learners. The adult learning professional uses his or her own expertise to select learning resources and make them accessible through use of different learning methods and styles. The adult learning professional is aware of recent developments with regard to their field of study/practice, and is aware of and able to critically assess new and innovative methods to be used in the learning process. The professional has the competences to create a stimulating and safe learning environment in which adult learners can develop themselves towards, or as, fully autonomous life-long learners. The adult learning professional is an inspirer and motivator and is able to empower the adult learners in their development and learning process. Furthermore, the adult learning professional is able to recognise diversity in the group with regard to historical, social, economic, religious and cultural background, differences in learning needs and gaps, learning experience, gender and age. She or he is able to understand the value of diversity, respects differences and is able to deal with diversity in personal contacts and the learning process.

4.4 Specific competences: directly involved in the learning process (B)

Along side the generic competences (A) which all adult learning professionals should possess, there are other *specific* competences related to specific functions within the adult learning institute.

The competences (B), which are directly linked to specific activities carried out by adult learning professionals in the learning process, consists of six separate competences:

B1) Competence in assessment of prior experience, learning needs, demands, motivations and wishes of adult learners: **being capable of assessment of adult learners' learning needs**.

B2) Competence in selecting appropriate learning styles, didactical methods and content for the adult learning process: **being capable of designing the learning process**.

B3) Competence in facilitating the learning process for adult learners: **being a facilitator of knowledge (practical and/or theoretical) and a stimulator of adult learners' own development**.

B4) Competence to continuously monitor and evaluate the adult learning process in order to improve it: **being an evaluator of the learning process**.

B5) Competence in advising on career, life, further development and, if necessary, the use of professional help: **being an advisor/counsellor**.

B6) Competence in designing and constructing study programmes: **being a programme developer**.

In the following sub sections these competences will be presented more in-depth.

4.4.1 Being capable of assessment of adult learners' learning needs (B1)

Title: Competence in assessment of prior experience, perceived learning needs, demands, motivations and wishes of adult learners: **being capable of assessment of adult learners' learning needs**.

Description: The adult learning professional is competent in assessing the prior experience of adult learners, identification of the perceived learning needs, demands, motivations and wishes of adult learners. This includes insights into the intrinsic motivation (e.g., self-generated willingness to learn), and the extrinsic motivation (e.g., responsiveness to external pressures from others, the reward of a diploma or mandatory requirements) of the adult learners, the learning trajectories and careers (including gaps) and the societal learning needs, including the Key Competences in lifelong learning. In assessing learning needs, the professional is able to listen carefully, deploy interview techniques, read body language, and deal with possible language difficulties and other disadvantages. The professional is able to respond to learning needs by deploying a wide range of teaching strategies and is able to see the background, expertise and knowledge of the adult learners as a learning resource to be used in the learning process.

Essential knowledge, skills and attitudes are:

Knowledge: The adult learning professional
- has knowledge of assessment techniques
- has knowledge of human development
- has knowledge of cultural, social and religious background of adult learners in order to understand the context for the development of the adult learner and the motivation (intrinsic, extrinsic) that she/he has

Skills: The adult learning professional
- is able to use adequately assessment techniques
- is able to relate the prior experience and knowledge of adult learners to the learning objectives and the course of the learning process
- is able to make use of the experience, knowledge and skills of adult learners in order to let them learn in a self-directed way.
- is able to listen carefully,
- is able to assess non-verbal communication
- is able to deal with possible language difficulties and other disadvantages
- is able to deploy a wide range of teaching strategies

Attitudes: The adult learning professional
- is interested in the motivations of adult learners
- is open to the knowledge, skills and experience that adult learners bring with them
- is aware of the life of the adult learners and their background in order to use that as a learning resource

Empirical underpinning: This competence is considered to be a key element of education in general and adult education in specific. This competence is included in the Communication from the Commission *Improving the quality of teacher education*. The teacher is able to "identify the specific needs of each individual learner, and respond to them by deploying a wide range of teaching strategies."[1] In the VET-sector the learners' needs assessment also plays an important role. This is addressed in the competence framework for VET pro-

---

[1] European Commission (2007), Improving the Quality of Teacher Education, 392 final, p. 13

fessions, for example, in knowledge of training needs tools, analysis methodologies and processes.

Despite the fact that the competence to asses the needs of adult learners is considered to be of vital importance in education, it is **often not explicitly mentioned in job descriptions**. A job description where there is specific attention paid to the assessment of learning needs is that of a trainer, instructor, evaluator, and human resource developer position in a continuing professional training institute in Ireland (see box below).

Trainer in Ireland

One of the competences that professionals should possess is the competence in identification of training needs of adult learners. In the recent report on Core trainer competences in Ireland, the competence should be accompanied with the following skills: Ability to determine competency gaps that need to be addressed and the scope for these to be addressed by a learning intervention and knowledge, and a comprehension of the conceptual and practical issues around assessing competency gaps.[1]

Methods of needs assessment: A "need" refers to the gap between what is and what could or should be within a particular context, leading to strategies aimed at eliminating the gap between what is and should or could be. Programme-based needs assessment is a) a systematic inquiry for the purposes of identifying priorities and making decisions, and b) allocating finite resources in a manner consistent with identified programme goals and objectives. Needs assessment includes:

- Identifying and analysing expressed and unexpressed needs, and
- A plan to develop strategies that address such needs.

There is a large variety of techniques through which the teaching professional (as well as the guidance and counselling professional) may use in order to diagnose and assess the learning needs of their trainees. In the box below types of tools for needs assessments are described.

Survey questionnaires: Many types of questionnaires have been designed to determine learners' needs. Frequently they consist of a list of topics, skills, or language and literacy uses. The learners indicate what they already know or want to know by checking in the appropriate column or box, or they may be asked to use a scale to rank the importance of each item.

Learner-compiled inventories: A more open-ended way to get the same information that surveys offer is to have learners keep lists of ways they use language and literacy and to update them periodically (McGrail & Schwartz, 1993).

Learner interviews: Interviews with learners, either one-on-one or in small groups, can provide valuable information about what learners know, what their interests are and the ways they use or hope to use literacy.

Review of reading materials: An instructor can spread out a range of reading materials on the table (e.g., newspapers, magazines and books), and ask learners which they would like to read and whether they would like to work on any of them in class. A similar activity can be done with different types of writing.

Class discussions: Showing pictures of adults in various contexts, the teacher can ask, "What skills does

---

[1] Trainers network (2009), Assuring world class competencies for trainers: http://www.trainersnetwork.ie/tnfullrep.pdf

this person want to develop?" and have learners generate a list. The teacher then asks, "Why do you want to develop these skills?" Learners might be more willing to express their desires if they move from the impersonal to the personal in this way (Auerbach, 1994).

Personal or dialogue journals: Learners' journals, where they write freely about their activities, experiences, and plans, can be a rich source of information about their needs (Peyton, 1993).

Timelines: Learners can prepare their own personal time lines, in writing or pictorially, that indicate major events in their lives as well as future goals. Discussion can then focus on how progress towards those goals can be met through the class (Santopietro, 1991).

This competence is not often included in the description of learning outcomes from the educational programmes studied. One example that describes this competence can be found in Serbia (see box below).

Dipl. **(graduated) Andragogue**, **Serbia**
Aim: Through this curriculum it was and still is possible to prepare adult educators to work in different areas of education and culture, in institutions for adult education, institutions for re-education and re-socialization, mass-media, different centres for adult education, and so on. Orientation towards general, wider profiles is the result of contemporary trends in sciences and demand for mobility from these kinds of experts in the changing system of economy, education and culture.
Duration: 4 years
Description of this competence: Investigate the needs of education and learning–market needs analysis, analysis for institutions, organizations, groups and individuals.

4.4.2   Being capable of designing the learning process (B2)

Title: Competence in selecting appropriate learning styles and didactical methods for the adult learning process: **being capable in designing the learning process**.

Description: The adult learning professional is competent in designing the learning process for adult learners. On one hand this competence entails the knowledge of the learning needs and deficits of the adult learners, the level of the adult learners and the heterogeneity of the group for whom the learning process is developed (if the learning takes place in a group setting). On the other hand the professional must have knowledge on the different learning styles, methods and curriculum designs that can be deployed in the learning process. The design of the learning process can be for individual adult learners as well as for a group of adult learners. The adult learning professional is able to use their own expertise and knowledge of relevant learning resources *and* the potentialities of the adult learners themselves to design the learning process. Furthermore, the adult learning professional is able to formulate and communicate the objectives of the learning process to give a larger picture of the learning process as a whole (e.g., learning programme, society, etc.), and is able to translate the objectives and learning into a time frame. The adult learning professional will also be able to assess the learners' progress and to make changes to the programme on an individual and the group level.

Essential knowledge, skills and attitudes are:
Knowledge: The adult learning professional

- has knowledge of a wide range of learning styles and didactical methods to be used in the learning process
- has knowledge of how to design a curriculum

Skills: The adult learning professional
- is able to use the learning styles and didactical methods in the learning process
- is able to translate the objectives in a learning process, given a specific time frame
- is able to adjust the learning process to the needs of the individual adult learner and the group

Attitudes: The adult learning professional
- is creative
- is open-minded towards new strategies and changes in the learning process

Empirical underpinning: This competence relies heavily on other competences. The professional expertise (A4), the knowledge of didactical methods, styles and techniques (A5) and the assessment of needs (B1) all support the ability to design a learning process. This competence entails the ability to translate needs, demands, wishes and backgrounds of the adult learners into a learning process. This entails setting the objectives and selecting the method, style and technique (technology) to support the learning process. Despite the fact that this competence is often implicitly included in the competence to facilitate the learning process, it is considered to be an additional competence. The competence framework for VET-professions relates this competence to planning and preparation activities, and mentions knowledge of curricula, learning theories and methods as prerequisites for carrying out planning and preparation activities.

As a separate competence, **this competence is not always mentioned in job descriptions**. This may be due to the fact that the competence is presupposed in the deliverance of the educational experience, or that the deliverance is based on a fixed-course programme that the teachers should follow without adjustment. This last scenario is clearly not the case in adult learning, as adult learning is very learner-centred and aware of the diversity of the adult learners and the demands, wishes, motivations and needs they have. Supporting the individual learning process is one of the key characteristics of the adult learning sector, whether it concerns a more vocational oriented education or a cultural and arts education. With this comes the necessity for all teachers who deliver education to prepare the course and make adjustments according to the needs and demands of the adult learners.

Trainer, Ireland

An example of this competence being explicitly sought is the job description for trainer, instructor, evaluator, and human resource developer in an institute for continuing professional training in Ireland. The professional:
- must have understanding of learning design; i.e., able to create appropriate learning solutions for a range of groups and learning contexts and the professional has a critical understanding of learning psychology and its application to the design of training interventions;
- must be able to design the learning process.; i.e., able to design learning objectives in terms of behavioural outcomes – what you want the learning to be able to do as a result of the training and the professional has an understanding of the mechanisms that link the organisational needs and the capabilities of the learner.[1]

---

[1] Trainers network (2009), Assuring world class competencies for trainers: http://www.trainersnetwork.ie/tnfullrep.pdf

This competence is not often explicitly mentioned in the educational programmes studied in this study's sample. However, some programmes describe this competence to a certain extent. An example can be found from Ireland (see box below). A second example comes from Portugal.

University College Dublin, Certificate in Adult Education (Professional Development), Ireland

Aim: The Certificate in Adult Education (Professional Development) is designed to give tutors, adult education practitioners and those interested in adult learning an opportunity to reflect critically on issues guiding and influencing the field of adult education.

Duration: 30 ECTS

Description of this competence: Knowledge on curriculum development within adult education (with regard to planning, learning outcomes, assessment methods, evaluation).

National Certificate of Trainers, Portugal

Aim: Development of personal and interpersonal skills in a training context; the acquisition of technical skills that support professional performance; and the application of the skills acquired during the teaching process.

Duration: Minimum 90 hours

Description of this competence:
- Tell the difference between pedagogical methods and techniques to be developed in the training context.
- Typify the conditioning factors of the choice of pedagogical methods and techniques.
- Link the method and technique choices with the contents to be transmitted, respecting the different target public and the learning context.

4.4.3 Being a facilitator of the learning process (B3)

Title: Competence in facilitating the learning process for adult learners: **being a facilitator of knowledge (practical and/or theoretical) and a stimulator of adult learners' own development**.

Description: The adult learning professional has the competence to guide adult learners in their learning processes and in further development toward, or as, fully autonomous lifelong learners. The professional supports the adult learner in reaching the objectives of the learning process and in following the defined learning strategy. The professional is able to use different learning methods (didactics), styles (approaches) and techniques, including the use of new media and ICT. She or he is able to relate learning to everyday life and to attune the learning process to the living world of the adult learners. The professional is able to provide relevant and contextualised tasks and activities and assess the outcomes of these. The professional is flexible and has the ability to change the learning strategy when necessary. The professional ought to be able to align the learning process properly according to the delivery mode and context (traditional classroom, distance learning, in-service, workplace, etc.).

Essential knowledge, skills and attitudes are:

Knowledge: The adult learning professional
- has knowledge of human development and the stages of adult development
- has knowledge of different didactical methods

- has knowledge of different learning and teaching styles (approaches)
- has knowledge of different techniques, including knowledge of ICT and the ways ICT can be used in the learning process

Skills: The adult learning professional
- has the ability to use different methods,
- has the ability to use different styles
- has the ability to use different techniques
- is able to deal with heterogeneity in group of adult learners
- has the ability to guide and stimulate adult learners to learn independently
- is able to bring everyday life into the learning process
- is able to attune the learning process to the living world of the adult learners.
- is able to steer the learning process by providing appropriate contextualised assignments or tasks to the adult learners and to assess the outcomes

Attitudes: The adult learning professional
- is aware of different backgrounds of the adult learners, their different styles of learning habits
- portrays flexibility in attuning or changing the learning process to the needs and the progress of the adult learners

Empirical underpinning: The facilitation of the learning experience is the main activity in the educational practice. As we have seen, every adult learning professional working directly linked to the learning process must have knowledge of didactical methods, styles and techniques (A5) and must be able to handle heterogeneity and groups (A7). What competence B3 adds to this is the ability to actually manage the learning process and to support the adult learners directly in their own development towards, or as, fully autonomous learners. The adult learners should 'learn to learn'.

'Learning to learn'[1] is the ability to pursue and persist in learning. Individuals should be able to organise their own learning, including the effective management of time and information, both individually and in groups. Competence includes awareness of one's learning process and needs, identification of available opportunities and the ability to overcome obstacles in order to learn successfully. It means gaining, processing and assimilating new knowledge and skills as well as seeking and making use of guidance. Learning to learn engages subjects to build upon prior learning and life experiences in order to use and apply knowledge and skills in a variety of contexts – at home, at work and in education and training. Motivation and confidence are crucial to an individual's competence.

This ability of learning to learn is one of the competences included in the European Reference Framework of Key Competences of Lifelong Learning. All teachers in Europe should stimulate learners to obtain these cross-cutting competences. The Common teacher principles state that teachers should be able to "teach transversal competences such as outlined in the Recommendation on key competences."[2] This counts for adult educators as well, though with the remark that the adult learners might already possess the key competences. Further, the heterogeneity of the group of adult learners (A7) should be taken into

---

[1] EAEA (2006), The Common European Adult Learning Framework.
http://www.eaea.org/doc/eaea/CEALFrevised.pdf
[2] European Council (2007), Draft conclusions of the Council and of the Representatives of the Governments of the Member States, meeting within the Council, on improving the quality of teacher education, 14413/07, p. 9 European Commission and European Council (2006), Modernising education and training: a vital contribution to prosperity and social cohesion in Europe, Joint Interim Report of the Council and the Commission on progress under the Education & Training 2010 work programme.

account in the deliverance of the learning process.[1]

This flexibility is also expressed in the Common Principles for teacher competences and qualifications: The pedagogic skills of teachers "should allow them to build and manage learning environments and retain the intellectual freedom to make choices over the delivery of education."[2] The teacher, as a professional, is able to judge the situation and make amendments to the learning environment and the delivery based on his or her own expertise and experience. Also, the competence framework of VET professions calls for knowledge and skills to facilitate the learning process.[3]

Almost every job description asked for educators and educational personnel to carry out the activity of delivery. This is not true for job descriptions where the focus is on counselling and guidance or management activities. It is often taken up in job descriptions as the competence to teach, train, instruct, etc. The method of teaching, the style in approaching and the techniques used for adults is highly dependent on the specific characteristics of the course and the (group of) adult learners. Some courses demand a more disciplinary approach, others a more free and open approach. One key characteristic is that the learning process should be linked with every day life. Many different facets of facilitating the learning process are mentioned in the job descriptions examples (see bow below).

- A job description for Dutch as a second language in **the Netherlands** includes that the teacher is able to find the right balance between steering the learning process and leaving the process up to the own responsibility of the adult learners.
- A **Bulgarian** educational and continuing professional training institute demands that a trainer supporting distance learning is able to design activities for adult learners and encourages them to develop independent study skills.
- A job descriptions from the **Belgium** Vormingplus institute describes that educational staff need to be able to change the approach, under time-pressure, when the desired results will not be reached or by other circumstances.
- Adult basic skills teachers in **Malta** need to be able to ensure order and discipline with respect to adults avoiding a top-down approach at all times.
- The Sensus study association in **Sweden** calls for professionals that are able to meet the different needs of a group. This demands a certain degree of flexibility and empathy.

The competence facilitation of the learning process is always included in the learning outcomes of the educational programmes studied. One example of this can be found in Scotland.

---

[1] See: European Council, idem, p. 9. Teachers are able to "teach effectively in heterogeneous classes of adult learners (instead of pupils) from diverse social and cultural background and with a wide range of abilities and needs, including special education needs."

[2] European Commission (2003), Common European Principles for Teacher Competences and Qualifications, p.3.

[3] Cedefop (2009), Competence framework for VET professionals, p. 34 etc.

Postgraduate Certificate in Adult Guidance, UK/Scotland

Aim: It provides an overview of the practice of guidance in the context of education, career development and life change. It examines issues of definition, role, principles and values, organisation and service delivery. Furthermore it examines all forms of information to be used in assisting clients and supporting the guidance practitioner. At last it offers the opportunity to identify the use of counselling skills in the working practice of guidance. Participants will be encouraged to reflect and analyse their own work with clients. There will also be an opportunity to explore some of the introductory issues in counselling theory and in particular of the person-centred approaches.

Duration: 600 hours

Description of this competence:

- Present information in a way that facilitates access and progression and enables clients to be proactive and (where appropriate) self reliant in using information sources.

4.4.4 Being an evaluator of the learning process (B4)

Title: Competence to continuously monitor and evaluate the adult learning process in order to improve it on an ongoing basis: **being an evaluator of the learning process**.

Description: The adult learning professional is competent in continuously monitoring the progress of the adult learners in the learning process and in evaluating the learning process itself, the learning strategy chosen, their own professional practice and the learning resources used. The professional is able to assess the learning outcomes and is able to formulate a well-balanced and grounded judgement of the progress of the adult learners and is able to create an atmosphere in which adult learners feel free to give their judgement or opinion on the learning process and the role the professional plays in this.

Essential knowledge, skills and attitudes are:

Knowledge: The adult learning professional
- has knowledge of different monitoring and evaluation techniques
- has knowledge of the ways that outcomes can be used to improve the learning process, learning strategies and his/her own practice

Skills: The adult learning professional
- is able to use the different techniques
- is able to listen carefully
- is able to interpret the outcomes of the monitoring or evaluation process

Attitudes: The adult learning professional
- is self-reflective
- is willing to invest in the further development
- is willing to improve the learning process and the strategy used in his/her own practice

Empirical underpinning: Monitoring and evaluation are essential to the learning process. The adult learning professional needs to be able to monitor the progress of the learning and development of the adult learner. This competence is closely related to the professional and didactical expertise (A3 and A4), but even more with the reflective attitude of competence A1. In this light, the professional is able to "evaluate the effectiveness of their teaching

strategies and amend them accordingly".[1]

There is a wealth of assessment, monitoring and evaluation techniques used in adult educa-
tion to assess learner achievements. The primary goal is to choose the method or technique
that most effectively assesses/monitors the objectives of the unit of study (course-based
assessment). In addition, choice of assessment methods should be aligned with the overall
aims of the programme, and may include the development of disciplinary skills (such as
critical evaluation or problem solving) and support the development of vocational compe-
tencies (such as particular communication or team skills). Hence, it is useful when choosing
assessment items to have one eye on the immediate task of assessing adult learner learn-
ing in a particular unit of study, and the other on the broader aims of the programme and
the qualities of the progressing adult learner. When considering assessment methods, it is
particularly useful to think first about what qualities or abilities are sought to engender in
the learners. At its most basic, the evaluation and assessment process can be broken down
into five parts:
- establishing adult learner learning goals and objectives for the course;
- implementing the learning process;
- measuring whether the goals have been met;
- giving feedback to the adult learning on the learning outcomes and the progress made;
  and
- using the results to improve teaching and learning in the course.

A teaching professional must already go through these steps, at some level, whenever they
develop a new course or consider revising an existing one. In formal assessment, these
steps become more systematic and detailed to ensure clearly articulated links between
what adult learners are required and willing to learn and the understanding of what adult
learners actually do learn. Before beginning, adult teachers normally need to take some
time to reflect on the course they will be assessing.
- An inventory must be taken of the course's teaching goals, to become more aware of
  what must be accomplished in the course.
- Identification of what, if any, assessment methods (meaning, methods to gather infor-
  mation on adult learners and their performance) are currently being used (e.g., tests,
  exams, surveys etc.).

In the literature eight broad categories of learning outcomes are given which are listed be-
low (see box).[2] Within each category some suitable monitoring and evaluation methods are
suggested.

Monitoring techniques:

1. Thinking critically and making judgements:

Object of learning: *Developing arguments (reflecting, evaluating, assessing, judging).*

Method of assessment: *Essays, reports, journals, letters of advice (on policy, public health matters,
etc.), presentation of a case for an interest group, preparation of a committee briefing paper for
a specific meeting, a book review (or article) for a particular journal, writing a newspaper article
for a foreign newspaper, commenting on an article's theoretical perspective, etc.*

---

[1] European Council (2007), Draft conclusions of the Council and of the Representatives of the Governments of
the Member States, meeting within the Council, on improving the quality of teacher education, 14413/07, p. 14,
[2] Nightingale, P. et al. (1996). Assessing Learning in Universities. Sydney: University of New South Wales Press.

2. Solving problems and developing plans:

Object of learning: Identifying problems (posing problems, defining problems, analysing data, reviewing, designing experiments, planning, applying information).

Method of assessment: Problem scenarios, group work, work-based problems, preparing a committee of enquiry report, drafting a research bid to a realistic brief, analysing a case, a conference paper (or notes for a conference paper plus annotated bibliography), etc.

3. Performing procedures and demonstrating techniques:

Object of learning: Computation (taking readings, using equipment, following laboratory procedures, following protocols, carrying out instructions).

Method of assessment: Demonstration, role play, making a video (writing a script and producing), producing a poster, lab reporting, preparing an illustrated equipment use manual, text for a particular audience, observations of real or simulated professional practices, etc.

4. Managing and developing oneself:

Object of learning: Working cooperatively, working independently (learning independently, being self-directed, managing time, managing tasks, organising).

Method of assessment: Journals, portfolios, learning contracts, group work), etc.

5. Accessing and managing information:

Object of learning: Researching, investigating, interpreting, organising information, reviewing and paraphrasing information, collecting data, searching and managing information sources, observing and interpreting).

Method of assessment: Annotated bibliography, project, dissertation, applied task, applied problem, etc.

6. Demonstrating knowledge and understanding:

Object of learning: Recalling (describing, reporting, recounting, recognising, identifying, relating & interrelating).

Method of assessment: Written examination, oral examination, essays, reports, comments on the accuracy of a set of records, devising an encyclopaedia entry, producing an A - Z of a subject, writing an answer to a client's question, short answer questions and true/false/multiple choice questions (paper-based or computer-aided-assessment), etc.

7. Designing, creating, performing:

Object of learning: Imagining, visualising, designing, producing, creating, innovating, performing.

Method of assessment: Portfolios, presentations, hypotheticals, projects, etc.

8. Communicating:

Object of learning: One and two-way communication (communication within a group, verbal, written and non-verbal communication. Arguing, describing, advocating, interviewing, negotiating, presenting; using specific written forms).

Method of assessment: Written presentation (essay, report, reflective paper etc.), oral presentations, group work, discussions/debates/role play, participating in a 'Court of Enquiry', presentation to camera, observation of real or simulated professional practice, etc.

In the job descriptions studied, this competence is often taken up as part of the competence to teach or to guide adults, without explicitly mentioning the competence to monitor the progress. This is also confirmed by the expert's opinion that evaluation is an intrinsic part of facilitating the learning process. However, some job descriptions mention this competence separately. The box below contains an example from France.

> **Trainer of adults, France**
>
> This profile is applicable for a number of institutions in France:
>
> - Organisations of initial/continuing professional training
> - Organisations of continuing adult education
> - Organisations for lifelong education
> - Departments of human resources for big firms
> - Organisations for working class education
> - Organisations in the struggle against illiteracy
>
> The trainer is responsible of training actions in the organisations which prepares to a university certificate (level BAC+4). The trainer has as his or her main tasks teaching, evaluation and controlling learning. The job description includes, among other things, the knowledge and know-how of evaluation methodologies.

The competence of monitoring is included in many educational programmes included in the selection of programmes. Often it is considered to be an intrinsic element of facilitation. In the following example this competence is included in a broad list of competences having to do with facilitation (see box).

> **Postgraduate Certificate in Adult Guidance, UK/Scotland**
>
> **Aim**: It provides an overview of the practice of guidance in education, career development and life change contexts. It examines issues of definition, role, principles and values, organisation and service delivery. Furthermore it examines all forms of information to be used in assisting clients and supporting the guidance practitioner. Additionally it offers the opportunity to identify the use of counselling skills in the working practice of guidance. Participants will be encouraged to reflect and analyse their own work with clients, and there will be an opportunity to explore some of the introductory issues in counselling theory and in particular person-centred approaches.
>
> **Duration**: 600 hours
>
> **Description of this competence**: Ability to monitor, evaluate, introduce or revise policies and practices related to the provision and use of information sources within the work setting.

4.4.5 Being an advisor / counsellor (B5)

> **Title**: Competence in advising on career, life, further development and, if necessary, the use of professional help: **being an advisor/counsellor**.
>
> **Description**: The adult learning professional is competent in advising adult learners in their career, life, further development and, if necessary, is able to refer adults to other professionals (in case of professional help, illness etc.). The professional has knowledge on career information, work environments and educational offerings, and is able to assess the need for professional help. The professional has knowledge and understanding of the stages of development of the adult learner and has the ability to use tests to collect information on characteristics of the adult learner.
>
> *Essential knowledge, skills and attitudes are:*
>
> **Knowledge**: The adult learning professional

Empirical underpinning: Counselling and guidance of adult learners in their learning and development process is related to the professional expertise of the professional who carries out the activity (A4) and has to do with the assessment of needs (B1), since the professional must be able to advise based on the given the specific, individual situation of the adult learner. Furthermore, the professional must be able to monitor and evaluate the progress of the learning process. Finally, the professional carrying out counselling activities must be aware of the environment in which the counselling takes place and can refer people to professional help and support if necessary (A3).

Guidance and counselling is described as a range of activities designed to help individuals take educational, vocational or personal decisions and carry them out before and after they enter the labour market.[1] Most of the time, guidance is provided in a working context or within career development. However, guidance in personal development and social decision making are also possible fields where guidance can be provided.

Guidance and counselling may include:[2]
- counselling (personal, career development, educational guidance),
- assessment (psychological or competence-/performance-related),
- information on learning and labour market opportunities and career management,
- consultation with peers, relatives or educators, vocational preparation (pinpointing skills/competences and experience for job seeking),
    1 referrals (to learning and career specialists)

Counselling and guidance play a more and more important role in adult learning. The tasks and activities of facilitation become increasingly focussed on instructing, personal advise and counselling. However this is not only an important way of facilitating the learning process (B3), but can be taken up as a separate responsibility of the adult learning professional. One of the major factors that influence the importance of counselling and guidance is the breakdown of traditional career paths. This has resulted in profound changes in the relation between the individual and organisation for which the individual works. Career development and career development policies become more and more important for individu-

---

[1] Cedefop (2009), Terminology of European education and training policy, p. 87.
[2] Cedefop (2009), Terminology of European education and training policy, p. 87.

als as well as for organisations, including career guidance and counselling.[1] Counselling and guidance receive considerable attention from many groups, such as Cedefop, The International Association for Educational and Vocational Guidance[2], European Lifelong Guidance Policy Network (ELGPN)[3] and initiatives and organisations on a national level. The box below presents the outcomes of a nation-wide initiative to develop competence profiles for counselling professionals in Germany.

Counselling competences in Germany[4]

In Germany, initiatives have been deployed in which the counselling and staff professionals working in adult learning are subject to a quality management system. This quality management systems entails a competence profile for guidance personnel as well. The competences are grouped as follows:

- Competences for counselling (including for example the competences of being able to translate the counselling process abstracted intentions and motivations into concrete actions).
- Competences in relation with clients (including competences like including in counselling knowledge on subject's background, knowledge on professional development, knowledge on stages of life and the dynamics of professional behaviour).
- Competence in being a professional (for example the competences of self reflection and self development).
- Competences in relation to the organisation (such as the competence of reflecting on the structures, functions and central processes of the organisation in order to identify and to improve them).
- Competences in relation to the society (for example the competence of having subject-specific knowledge relevant for the guidance, and providing this knowledge and information in the counselling process).
  2 Overarching competences (such as the competence of taking into account political and ethical aspects in the counselling process).

In the context of career guidance, Cedefop recently published a comparative study on competences of professionals working in career guidance in Europe.[5] This study mapped educational pathways of becoming a professional in career guidance in Europe and identified a competence framework. The competences included in this framework are presented in table 4.1 below. The description of the competences elaborates on differences in the contexts in which career guidance professionals can work, which affect the competences.

---

[1] See for example: National Centre for Guidance in Education Ireland (1998), Guidance in Adult and Continuing Education.

[2] http://www.iaevg.org/iaevg/index.cfm?lang=2

[3] http://ktl.jyu.fi/ktl/elgpn

[4] Schiersmann, Christiane, B, Alexander Dauner, Peter C, Weber, (2009), Qualität und Professionalität in der Bildungs- und Berufsberatung, in: BMBF (2009), Zukunft (der) Weiterbildung, pp. 143-159.

[5] Cedefop (2009), Professionalising career guidance, Practitioner competences and qualification routes in Europe.

Table 4.1   Competence framework professional career guidance

	1 **Foundational competences**	
Practitioner skills and values	1.1	Ethical practice
	1.2	Recognise and respond to clients' diverse needs
	1.3	Integrate theory and research into practice
	1.4	Develop one's own capabilities and understand any limitations
	1.5	Communication and facilitation skills
	1.6	Information and computer technologies
	2 **Client-interaction competences**	
Working with clients	2.1	Undertake career development activities
	2.2	Enable access to information
	2.3	Conduct and enable assessment
	2.4	Develop and deliver career learning and work
	2.5	Make referrals and provide advocacy
	2.6	Facilitate entry into learning and work
	3 **Supporting competences**	
Systems and networks	3.1	Manage opportunity information services
	3.2	Operate within networks and built partnerships
	3.3	Manage own caseload and maintain user records
	3.4	Design strategies for career development
	3.5	Engage with stakeholders
	3.6	Engage in research and evaluation
	3.7	Update own skills and knowledge

Source: Cedefop (2009), Professionalising career guidance, Practitioner competences and qualification routes in Europe.

By comparing this competence framework for professionals working in career guidance and the set of key competences of adult learning professionals, it becomes clear that there is overlap between the two. For example, the competence to be engaged in networks and to be engaged with stakeholders can be found in both sets of competences. Other examples are the competence to update personal knowledge and skills, and the competence of client need recognition. Therefore, it must be emphasised that the competence of being an advisor and counsellor entails more competences than just competence B5. Carrying out counselling and guidance activities also require the generic competences and other specific competences.

In the job descriptions studied this competence is not mentioned often, since the focus was on job descriptions of professionals executing teaching activities. Despite the fact that teachers also carry out counselling activities, **this is not always included in the job description** (as well as many other activities, like management activities). There are however many job descriptions for counsellor or guidance positions. Also, several educational programmes have been developed recently in order to educate counsellors (for example in Lithuania).

In the sample of educational programmes studied, this competence is mentioned regularly as a learning outcome. One example comes from Ireland and is presented below.

The context in which the counselling takes place is of vital important for the exact shaping of the competence. The context is not only responsible for the subject of guidance (career, life, personal development, etc.) but also for the intensity of the guidance. The intensity ranges from advising adults in future educational courses and consultation of additional sources to referring adults to professional help and even delivering such professional help.

4.4.6 Being a programme developer (B6)

Title: Competence in designing and constructing study programmes: **being a programme developer**.

Description: The adult learning professional has the competence to design and construct study programmes for adult learners that are well integrated across modules and which allow the development of the adult learners into, or as, fully autonomous life-long learners. The programmes are based on relevant adult learning theory and the needs and demands of the adult learners. Furthermore, the professional is able to develop appropriate assessment instruments that are constructively aligned to aims and objectives and that are attuned to adult learning theories. The programmes should be deliverable by other adult learning professionals.

Essential knowledge, skills and attitudes are:

Knowledge: The adult learning professional
- has thorough knowledge of curriculum design, adult learning theory, resources and methods that can be used in the delivery of the programme
- has thorough knowledge of assessment techniques

Skills: The adult learning professional
- is able to design and construct the study programmes according to relevant adult learning theory and the needs and demands of the adult learners
- is able to use assessment techniques
- is able to direct other adult learning professionals in the use of the study programme

Empirical underpinning: This competence can be seen as an extension of the B2 competence, namely the competence to design the learning process. The B2 competence was meant to describe the competence needed to develop an individual course, manage the organisation and carrying out the activities planned by oneself. The competence to plan the programme entails the ability to design a learning programme that can be carried out by other adult learning professionals.

A curriculum is a planned sequence of learning experiences. In designing a curriculum, whether for a whole programme or for a particular unit, teaching professionals plan an 'intellectual journey' for their adult learners - a series of experiences that will result in them learning what is intended for them to learn. Curriculum design includes consideration of aims, intended learning outcomes, a syllabus, learning and teaching methods, and assessment. Each of these elements is described in further detail in the box below. This competence also involves ensuring that the curriculum is accessible and inclusive, i.e., that adult learners with disabilities and from all backgrounds can participate with equal chance of success. A curriculum, whether student/learner-centered, teacher-centered, aim-centered, method-centered or content-centered, must include the below listed elements (see box). Different elements will be used with varying emphasis depending on curriculum type.

Curriculum development:

Aims

The aims of the curriculum are the reasons for undertaking the learning 'journey' - its overall purpose or rationale from the adult learners point of view. For example, a programme may aim, among other things, to prepare adult learners for employment in a particular profession. Likewise a unit within the programme may aim to provide an understanding of descriptive statistics. The stated aims of a curriculum tell adult learners what the result of studying it will likely be. Note that the aims are the educational purposes of the curriculum. To attract more adult learners to study may be one of the aims in offering a programme or unit, but it is not an aim of the curriculum offered.

Intended Learning outcomes

Learning outcomes are what adult learners will learn if they follow the curriculum successfully (i.e., if they complete the programme or unit and pass the assessment). Sometimes the phrase 'intended learning outcomes' is used to refer to the anticipated fruits of completing the planned 'journey'. In framing learning outcomes it is good practice to:

a) Express each outcome in terms of what successful adult learners will be able to do. For example, rather than stating 'adult learners will understand why....' say 'adult learners will be able to summarise the main reasons why...' This helps adult learners to focus on what you are expecting them to achieve and it assists you in devising appropriate assessment tasks (see below).

b) Include different kinds of outcome. The most common are cognitive objectives (learning facts, theories, formulae, principles, etc.) and performance outcomes (learning how to carry out procedures, calculations and processes, which typically include gathering information and communicating results). In some contexts affective outcomes are important too (developing attitudes or values, e.g., those required for a particular profession).

Syllabus

This is the 'content' of the programme or unit: the topics, issues or subjects that will be covered as it proceeds. In selecting content for inclusion, one should bear the following principles in mind:

a) It should be relevant to the outcomes of the curriculum. An effective curriculum is purposive, clearly focused on the planned learning outcomes. The inclusion of irrelevant topics, however interesting in themselves, acts as a distraction and may confuse adult learners.

b) It should be appropriate to the level of the programme or unit. An effective curriculum is progressive, leading adult learners onward and building on what has gone before. Material which is too basic or too advanced for their current stage makes adult learners either bored or baffled, and erodes their motivation to learn.

c) It should be up-to-date and, if possible, should reflect current research. In some disciplines it is difficult to achieve the latter until adult learners reach postgraduate level, but in many it is possible for even first year undergraduates to be made aware of current research topics.

Learning and teaching methods

These are the means by which adult learners will engage with the syllabus, i.e., the kinds of learning experience that the curriculum will entail. Although they will include the teaching that adult learners will experience (lectures, laboratory classes, fieldwork, etc.) it is important to keep in mind that the overall emphasis should be on learning and the ways it can be helped to occur. For example:

a) Individual study is an important element in the university curriculum and should be planned with the same care as other forms of learning. In the undergraduate curriculum especially, it is good practice to suggest specific tasks rather than relying entirely on adult learners to decide how best to use their private study time.

b) Group learning is also important. Adult learners learn from each other in ways that they cannot learn alone or from staff and the inclusion of group projects and activities can considerably enhance the curriculum.

c) Online learning is increasingly important in many curricula and needs to be planned carefully if it is to make an effective contribution. Online materials can be a valuable support for learning and can be designed to include helpful self-assessment tasks (see below).

Assessment

Learning occurs most effectively when an adult learner receives feedback, i.e., when they receive information on what they have (and have not) already learned. The process by which this information is generated is assessment, and it has three main forms:

a) Self assessment, through which an adult learner learns to monitor and evaluate their own learning. This should be a significant element in the curriculum because the aim is to produce graduates who are appropriately reflective and self-critical.

b) Peer assessment, in which adult learners provide feedback on each other's learning. This can be viewed as an extension of self assessment and presupposes trust and mutual respect. Research suggests that adult learners can learn to judge each other's work as reliably as staff.

c) Tutor assessment, in which a member of staff or teaching assistant provides commentary and feedback on the adult learners work.

Assessment may be **formative** (providing feedback to help the adult learner learn more) or **summative** (expressing a judgement on the adult learners achievement by reference to stated criteria). Many assessment tasks involve an element of both, e.g., an assignment that is marked and returned to the adult learner with detailed comments. Summative assessment usually involves the allocation of marks or grades. These help staff to make decisions about the progression of adult learners through a programme and the award of degrees, but they have limited educational value. Adult learners usually learn more by understanding the strengths and weaknesses of their work than by knowing the mark or grade given to it. For this reason, summative assessment tasks (including unseen examinations) should include an element of formative feedback if at all possible.

This competence **is not found in one of the job descriptions studied**. However, from other studies[1] it is generally acknowledged that professionals carry out these kind of activities in the adult learning sector.

This competence is only rarely mentioned in the educational programmes studied. One example that addresses this competence briefly can be found in Portugal (see below).

University degree: Master in Educational Sciences – area of speciality in Adult Education and Training, **Portugal**
Aim: To design, develop and evaluate educational programmes for adults (formal and non formal) that better serve the personal and communities needs; to develop all the necessary activities for the mediational processes of lifelong learning, namely those oriented to the construction of personal and professional identities; and to be able to manage educational and training projects and programmes.
Duration: 4 semesters (120 ECTS)
Description of this competence: Skills in programme planning and management.

4.5   Specific Competences: supportive for the learning process (B)

The adult learning professionals can be divided, as has been mentioned before, into two groups. On one hand are those who carry out activities directly involved in the learning process, such as teaching, counselling and programme developing. On the other hand are those who carry out activities supportive for the learning process, such as managing, administrative support and media use. The professionals that carry out activities in these latter fields of practice ought to have the same generic competences (A-competences) as the professionals who carry out activities directly involved in the learning process, but their competences differ with regard to the generic A4, A5 and specific (B) competences.

The B Specific competences that have been described and analysed until this point are directly linked to the learning process. The specific competences described in this section are those competences indirectly linked to- and supportive of the learning process. They presuppose the generic competences.

With regard to the specific competences, six additional competences can be described:
B7)   Competence in managing financial resources and assessing the social and economic benefits of the provision: **being financially responsible**.
B8)   Competence in managing human resources in an adult learning institute: **being a (people) manager**.
B9)   Competence in managing and leading the adult learning institute in general and managing the quality of the provision of the adult learning institute: **being a general manager**.
B10) Competence in marketing and public relations: **being able to reach the target groups, and promote the institute**.
B11) Competence in dealing with administrative issues and informing adult learners and adult learning professionals: **being supportive in administrative issues**.

---

[1] Research voor Beleid & Plato (2008a) Adult Leaning Professions in Europe, a Study on Current Situation, Trends and Issues, final report (Zoetermeer).

B12)   Competence in facilitating ICT-based learning environments and supporting both adult learning professionals and adult learners in using these learning environments: **being a ICT-facilitator**.

In the following sections these competences will be presented more in-depth.

4.5.1   Being financially responsible (B7)

Title: Competence in managing financial resources and assessing the social and economic benefits of the provision: **being financially responsible**.

Description: The adult learning professional is competent in managing financial resources. The professional has awareness of the general economic environment in which the institute operates, has the ability to, given the budgetary constraints, finance programmes and allo-cate financial resources. Furthermore, the professional has the ability to reach appropriate external resources and has the capacity to assess and describe the social and economic benefits of adult learning and the provision of the institute.

Essential knowledge, skills and attitudes are:

Knowledge: The adult learning professional
- has knowledge on how financial resources should be managed
- has knowledge on possible external resources

Skills: The adult learning professional
- has the skills to use financial data, techniques and software to manage the finances of the institute
- is able to see, assess and describe the social and economic benefits

Attitudes: The adult learning professional
- is strict
- is responsible
- is reliable
- can be highly trusted
- is aware not only of the financial, but also of the social dimension of adult education

Empirical underpinning: When handling finances, one should be competent in doing so. Studies mention the following competences having to do with the management of re-sources: the professional a) identifies and applies for additional funding independently or collaborates with other programmes and partners; b) effectively manages and allocates the budget; c) uses financial resources to support the programme's mission and goals and to foster continuous programme improvement and accountability; and d) identifies and utilizes resources to enhance the instructional process.[1] For leaders in the VET-sector, competences in finances and marketing are very relevant, including knowledge on main principles of budgeting and the ability to think in terms of economy.[2] Recent studies confirm that man-agers are dealing with changing financial constraints more and more.[3]

---

[1] Sherman R., Tibbetts J., Dobbins D., Weidler D. (2001) Management Competencies and Sample Indicators for the Improvement of Adult Education Programs. Washington D.C.: U.S. Department of Education, Division of Adult Education and Literacy.
[2] Cedefop (2009), Competence framework for VET professionals, p. 44 etc.
[3] For example the Komweit-project of the Ludwig-Maximilians-Universität München: http://www.komweit.de/index.html

The job descriptions studied do not often indicate the necessity for this competence. This is mainly due to the fact that it certainly is not a key activity or responsibility for adult learning professionals who focus on teaching activities to handle financial issues. Some job descriptions mention this competence, one of which is the following example from Greece.

Project manager, **Greece**

Project managers and financial managers in IDEKE in Greece must have, amongst others, the competence to handle financial and accountancy issues. This also in the management of a multi-annual project funded or supported by the European Commission and the Lifelong learning action programme.

This competence is not often included in the educational programmes studied. However, mainly in the longer programmes, master-programmes and specific programmes aimed at managers, this competence is included. The following example describes the competence in detail, also including elements that can be found in competence B8 and B9.

Management of Educational Services, **bachelor degree**, **university study programme**, **Lithuania**

Aim: To prepare qualified specialists able to analyse the learning needs and possibilities of adults to plan, organise and evaluate teaching/learning processes and professional development of employees in relevant organisations and to evaluate the effectiveness of these processes in the context of lifelong learning and changes in the job market

Duration: 4 years, 240 ECTS

Description of this competence: Managing adult education involves defining the teaching policies, starting from the social, economic, institutional and political contexts. The manager must be able to accept responsibility for financial and administrative matters, including human and material resources, as well as managing public relations with partners, the media and government institutions, and even questions concerning marketing. As a manager, the Andragogue develops and evaluates the entire educational process; therefore, it is important to maintain a close connection with practical activities and understand that it is increasingly necessary to complete not only teaching, but manage human resources as well. Hence, alongside Andragogical theories and processes, one-quarter of the programme is dedicated to management, marketing, project management, fundraising and the analysis of political tendencies.

4.5.2 Being a people manager (B8)

Title: Competence in managing human resources in an adult learning institute: **being a (people) manager**.

Description: The adult learning professional has the competence to manage human resources in the adult learning institute. This entails the ability to build staff teams, select and recruit appropriate staff, and propose appropriate continuing professional development for staff, being aware of the roles of individuals in teams and harnessing the collective competence within teams. Furthermore, the professional is able to assess and describe the practice of the individual staff and the group in the light of the common objectives of the institute.

Essential knowledge, skills and attitudes are:

Knowledge: The adult learning professional

- has knowledge of human resource management, selection and recruitment policies and practices in adult learning
- has knowledge of team building
- has knowledge of assessment techniques
- has knowledge of continuous development of staff

Skills: The adult learning professional
- has the ability to assess the work and competences of staff
- has the ability to read group processes and body language
- is able to build teams
- has the ability to select and recruit appropriate staff
- has leadership qualities

Attitudes: The adult learning professional
- has authority
- is reliable
- is strict
- has empathy
- is aware of individual behaviour, group processes and human development

Empirical underpinning: This competence is related to the competence of creating a constructive working environment, but the emphasises here is the management of human resources. It is therefore closely related to competence A2 as well, mainly with the competence of internal networking. Literature mentions the following competences having to do with the management of human resources: the professional a) recruits, hires, evaluates, and terminates staff based on established criteria; b) encourages active involvement of all staff and stakeholders in decision making processes; c) plans, promotes, and models life-long learning practices; d) promotes continuous professional development for staff; and e) encourages and promotes professional development activities related to technology.[1]

This competence is **not mentioned often in the job descriptions studied** (mainly focussing on teaching positions). However, institutes do have job descriptions and profiles for managerial staff involved in human resource management. An example of a job description where this competence is mentioned is provided (see box below).

Coordinators, Belgium

A coordinator in the Vormingsplus institute in Oost-Brabant shows leadership abilities. The coordinator can lead and control a group, and receives cooperation from the team members. Also the coordinator can coach, lead and control an individual employee is able to delegate responsibility, has vision and is able to communicate and defend his/her ideas to receive cooperation of the employees.

The competence of being a people manager is not often included as a learning outcome in the educational programmes. Only those programmes that explicitly aim at delivering managerial competences include being a people manager as learning outcome. One example can be found from Ireland.

---

[1] Sherman R., Tibbetts J., Dobbins D., Weidler D. (2001) Management Competencies and Sample Indicators for the Improvement of Adult Education Programs. Washington D.C.: U.S. Department of Education, Division of Adult Education and Literacy.

Educational Management of Adult Guidance, Ireland

Aim: This course is designed for those either in, or planning to move into, the management of adult guidance. People who will find the course to be of particular relevance include staff in the AEGI, AEOs, ALOs, VTOS Coordinators, CEFs, Community and Adult Education Officers and staff from relevant Third Level college services.

Duration: The course is organised in 5 blocks of 2 days x 8 hrs each.

Description of this competence: Management skills

■ Human Resource Management

■ Exploring the self of manager

4.5.3 Being a general manager (B9)

Title: Competence in managing and leading the adult learning institute in general and managing the quality of the provision of the adult learning institute: **being a general manager**.

Description: The adult learning professional is competent in managing the institute in general, understanding and formulating the mission of the institute within a wider context and steering the institute towards this mission. The professional therefore shows leadership qualities. The professional is aware of the specific characteristics of the sector, such as the sector's heterogeneity, and is able to understand the learning needs in society and the learning needs of adults. She or he is able to implement organisational procedures and systems of accountability (quality management), to plan and organise administrative functions and support, to monitor and document progress in programmes and the institute as a whole and to design suitable adjustments. Furthermore, the general manager is aware of European policies and initiatives with regard to quality management and other relevant European tools (EQARF/EQAVET, ECTS, ECVET, Europass, EQF).

Essential knowledge, skills and attitudes are:

Knowledge: The adult learning professional
■ has knowledge of the organisational and institutional procedures
■ has knowledge of quality management and relevant policies (including European policy)

Skills: The adult learning professional
■ has the ability to formulate and defend the mission of the institute
■ has the ability to manage and lead the institute according to that mission
■ has the ability to implement organisational procedures and systems for accountability (quality management)
■ understands the learning needs of society and adults and is able to attune the institute towards those needs

Attitudes: The adult learning professional
■ has authority in leading the institute
■ is aware of the specific characteristics of the sector
■ has leadership qualities
■ is open minded
■ is aware of the political context in which the institute works

Empirical underpinning: This competence relies heavily on competence A4, since it involves the management of the institute in general. The competence elaborates on this by mentioning specific responsibilities, like formulating the mission of the institute, directing the institute towards this mission and carrying out quality management. Leadership has become a priority in education policy agendas internationally. Leaders in the educational sector play an important role in influencing and motivating facilitators and other professionals working in organisations and taking care of the working environment.[1] Competences identified with regard to general management have been described in detail. For instance, studies mention that the professional: a) establishes and promotes the philosophy, goals, and objectives of adult education; b) initiates and facilitates change processes; and c) advocates for the development of the field of adult education at national, state, and local levels. Monitoring of the institute and the programme also calls for specific (managerial) competences: a) promotion of clear procedures for collecting, documenting, and reporting data; and b) monitoring and evaluating the programme and use of the data for programme improvement and accountability.[2]

Since job descriptions focus on teaching activities, competences in this field have not been supported by a vast amount of empirical data. However, literature on management activities, responsibilities and competences support the inclusion of this competence in the set of key competences.

This competence is mentioned as a learning outcome in some educational programmes included in the sample of programmes. An example of a master's programme is the international master in Lifelong learning.

The European Master's in Lifelong Learning, Denmark/UK/Spain etc.

Aim: This master's degree is aimed at training professionals to design and develop educational and training strategies for Lifelong Learning. After completion the learner will be able to participate actively in the new developments and reforms taking place worldwide.

Duration: 2 years full-time

Description of this competence: To develop systemic competences related to management, quality, creativity and leadership.

4.5.4 Dealing with PR and marketing (B10)

Title: Competence in marketing and public relations: **being able to reach the target groups, and promote the institute**.

Description: The adult learning professional is competent in public relations, marketing and public outreach, by means of which the target group of the institute is reached and the participation in life-long learning will increase. On the one hand the professional is aware of possibilities of how to reach the target group. On the other the professional is able to effectively communicate with external stakeholders and organisations, maintain constructive networks, remains aware of future possibilities, target groups, new programmes (learning

---

[1] OECD (2008), Improving school leadership, volume 1: policy and practice, p. 9.
[2] Sherman R., Tibbetts J., Dobbins D., Weidler D. (2001) Management Competencies and Sample Indicators for the Improvement of Adult Education Programs. Washington D.C.: U.S. Department of Education, Division of Adult Education and Literacy.

needs and (local, sectoral) demands, and is aware of the possible role in influencing policy.
Essential knowledge, skills and attitudes are:

Knowledge: The adult learning professional
- has knowledge of PR, marketing, mobilisation and outreach strategies
- has knowledge of the characteristics of the target groups
- has knowledge of relevant stakeholders

Skills: The adult learning professional
- is able to use different PR and marketing strategies
- is able to see new opportunities for new programmes and directions
- is able to communicate with stakeholders, external parties and organisations

Attitudes: The adult learning professional
- is sensitive for new chances, possibilities and developments
- is able to critically assess the institutional role given the wider context
- is a communicator
- is aware of political nuances

Empirical underpinning: One of the major challenges of adult learning in general is to increase the participation of adults in lifelong learning. One policy that is supportive to this objective is the increase in quality of adult learning professionals. Another measure is the use of PR, marketing and public outreach. This competence therefore adds considerably to the action plan of the European Commission on adult learning. Research shows that marketing is becoming increasingly important on the institutional level as well as on the staff level.[1]

However, **this competence as such is rarely found in the job descriptions studied**. As mentioned before in discussing competence A3, external orientation is very important and is a competence that all professionals should have. This not only entails knowing about the context in which adult learning takes place, but also attuning the learning process to the demands and needs of society in order to reach the institute's target group. An example of a trainer job description includes marketing skills is given below, from a private provider in Portugal.

Trainer, **Portugal**
The professional is mainly responsible for the pedagogic coordination of training courses, but is also sometimes a trainer. The professional should have a general knowledge regarding all aspects of training, and therefore must have a large range of skills including financial skills and marketing skills to 'sell' the training offered.

This competence is not often included as a learning outcome of educational programmes studied in this report's sample. An example from Germany mentions the importance of advertisement.

---

[1] For example the Komweit-project of the Ludwig-Maximilians-Universität München: http://www.komweit.de/index.html and Research voor Beleid & Plato (2006); Developing local learning centres and learning partnerships as part of Member States targets for reaching the Lisbon goals in the field of education and training: a study of the current situation.

Katholische Universität Eichstätt-Ingolstadt, Lehrstuhl Erwachsenenbildung und Außerschulische Jugendbildung (Diplome and magister), Germany

Aim: The education (incl. further education) towards andragogic qualified adult educator has two aims:

1) a fundamental scientific andragogical qualification, and

2) a generic qualification, including for example:

- the ability to think in contexts
- structuring new knowledge within wider contexts

Duration: 2 years

Description of this competence: Advertisement and public relations.

4.5.5 Being supportive in administrative issues (B11)

Title: Competence in dealing with administrative issues involving adult learners and adult learning professionals: **being supportive in administrative issues**.

Description: The adult learning professional is competent in dealing with administrative issues, involving (future) adult learners (registration, diplomas, marks and information requests), the adult learning professionals (organisation of facilities, payments and administrative support) and the institute (processing financial data, numbers of adult learners, etc.). With this are not only skills and knowledge required, but even more, a supportive attitude and the willingness to help others.

Essential knowledge, skills and attitudes are:

Knowledge: The adult learning professional
- has knowledge of the systems, programmes and software used for administrative purposes
- has knowledge of the responsibilities in the institute

Skills: The adult learning professional
- has the skills to work with the administrative systems, programmes and software
- is skilled in administrative work
- is able to deal with information requests from (potential) adult learners and adult learning professionals

Attitudes: The adult learning professional
- is precise in carrying out administrative work
- is friendly and cooperative in dealing with questions and requests

Empirical underpinning: The competence of being supportive in administrative issues is closely related to the competence A4, the professional expertise. A4 portrays a professional attitude towards administrative issues (having knowledge on administrative methods, keeping track with developments, etc.). This competence focuses more on using the knowledge to support others in the institute (colleagues, adult learners) with regard to administrative issues. Therefore, the competence is supported by the interpersonal competence A2.

Within the Grundtvig PROSAL (Professional Administrative Support for Adult Learning) project, the competences of professional administrators in the adult learning sector have been identified in several countries. In Poland these general qualifications were described based on empirical research:

- sound organisational and interpersonal skills
- able to work under pressure and meet deadlines
- able to work both independently and in a team
- aptitude for working with computers
- good grooming and presentation
- able to act with tact and discretion.

In the country report on administrative professions in Germany, the conclusion was reached that from the point of view of organizational development there are increasing requirements for (intercultural) communication, knowledge and handling of internal cooperation and coordination, adjustment to new computer applications and service for customers and participants.[1]

In the job descriptions studied, this competence is mentioned rarely. One example is the Vormingsplus institute in Belgium, presented in the box below.

Administrative support, **Belgium**

This job description indicates that someone carrying out administrative activities has an organisational talent, works systematically and efficiently. This is further defined as the ability to work according to a plan, is balanced and not easily disturbed, is able to multi-task, is pro-active, prevents the occurrence of problems, takes every question, remark, or complaint of a adult learner or partner seriously and responds to it, is able to explain procedures, content, etc., with patience and makes proposals to adjust the services to the wishes of the adult learner.

The administrative support staff have the following responsibilities:

- **Accounting**: legislation, finances, accounting ICT hardware and software of the organisation.
- **Network system**: open source software, database management, document management, internal administrative procedures, secretariat and software used.
- **Payroll and personnel**: holiday arrangements, contracts, legislation, library system and used software.
- **Stock control**: purchase and maintenance material, library system, building maintenance and software used.

This competence is not found in educational programmes. **No educational programmes in our sample defined learning outcomes in this field**.

4.5.6 Being an ICT- facilitator (B12)

Title: Competence in facilitating ICT-based learning environments and support adult learning professionals and adult learners in using these learning environments: **being a ICT-facilitator**.

Description: The adult learning professional is competent in facilitating and supporting ICT-based learning environments. The professional is able to design, develop, implement, and facilitate ICT-based learning environments and can give support to adult learning professionals working with, or in, ICT-based learning environment and adult learners who use ICT

---

[1] Küchler, Felicitas von, (2007) Summary Survey on the Administrative Support Staff in Adult Education in Germany.

to further develop themselves. Furthermore, the adult learning professional is able to assess the effectiveness of the ICT-based learning environment.

Essential knowledge, skills and attitudes are:

Knowledge: The adult learning professional
- has knowledge of ICT design and ICT-based learning environments
- has knowledge of the possibilities and constraints of ICT-learning environments and the hardware supporting the environments

Skills: The adult learning professional
- has the ability to design and facilitate ICT-based learning environments
- is able to support the learning environment and the people who work and study within this ICT-based learning environment
- is able to assess the effectiveness of the environment.

Attitudes: The adult learning professional
- is aware of the behaviour of adult learners in the ICT-based learning environment
- thinks critically on the use of ICT and the impact ICT can have on the behaviour of adult learners (and adult learning professionals)

Empirical underpinning: This competence builds further on competence A4, the professional expertise of people carrying out activities in the field of media support. Many remarks on the use of ICT and media in adult learning have already been made in the discussion on competence A5, learning methods, styles and techniques. Despite the fact that all professionals should be able to use ICT based learning environments, there should be a staff member in the institute able to go a little further, able to design and facilitate these ICT environments including hardware and support needed by those working with such ICT environments.

Explicit job descriptions for staff who carry out media support activities have not been studied. However, some institutes use profiles for all staff members, including those involved in delivering media support. One example is the second chance institute Vorming-plus in Belgium.

ICT-support, Belgium

This job description describes the specific responsibilities of a professional working with ICT and ICT-logistics. The professional is:
- Responsible for the management, maintenance and development of the computer network, both in terms of software and in terms of hardware, including security and archiving;
- Responsible for the development of the vision on IT equipment of the organisation;
- Responsible for the determination of requirements in the field of ICT equipment and services and the search for the best possible solutions for the best price, in consultation with relevant colleagues;
- Responsible for testing and integrating new products, in order to ensure computer equipment continues to meet the ever changing challenges Vormingplus will face.
- Responsible for continuously keeping the computer network operational, including resolving any problems (including all employees);
- Coaching and assisting employees in the use of computer infrastructure, both in terms of hardware and software.
- Responsible for the management of software used, and contact with external suppliers / developers;
- Responsible for sharing with others on ICT; and
- Being involved in further education, or looking for appropriate updating of skills to follow the developments in terms of hardware or software that may be of interest to Vormingplus.

This competence is not found in educational programmes. **No educational programmes in this report's sample defined learning outcomes in this field**.

4.6   Summary of descriptions of key competences

To summarise the descriptions of the competences in terms of knowledge, skills and attitudes, this section provides an overview of the competences on these terms. First, the generic competences (A1-A7) will be presented, and secondly the knowledge, skills and attitudes included in specific competences (B1-B12) will be given.

A: Generic competences	
A1 Competence in systematic reflection on their own practice, learning and personal development: **being a fully autonomous lifelong learner**	**Knowledge**: The adult learning professional ■ has knowledge of his/her own role within the institutional setting ■ has knowledge of the possibilities for further development of his/her own professional practice **Skills**: The adult learning professional ■ is able to be self-reflective ■ has the ability of critical thinking towards his/her own professional practice ■ is able to assess his/her own learning needs ■ is able to manage his/her own learning process ■ is able to organise work and time **Attitudes**: The adult learning professional ■ is authentic and consistent in his/her opinion ■ is interested in his/her own professional development
A2 Competence in communicating and collaborating with adult learners, colleagues and stakeholders: **being a communicator and team player**	**Knowledge**: The adult learning professional ■ has knowledge of ways to establish a relationship of trust with adult learners, colleagues and stakeholders ■ has knowledge of relevant communications techniques **Skills**: The adult learning professional ■ is able to communicate in a clear fashion with adult learners, colleagues and stakeholders. ■ is able to work in teams ■ is able to collaborate closely with colleagues, ■ is able to exchange knowledge and experience, ■ is able to identify problems and find solutions together ■ is able to give and receive feedback to and from adult learners, colleagues and stakeholders ■ is able to use the feedback in the improvement of the professional practice **Attitudes**: The adult learning professional ■ has integrity ■ respects others and their different backgrounds ■ has a positive attitude towards working together

A3 Competence in being aware of, and taking responsibility for the institutional setting in which adult learning takes place at all levels (institute, sector, the wider profession and society): **being responsible for the further development of adult learning**	**Knowledge**: The adult learning professional ■ has knowledge of the institutional setting of the institute ■ is aware of the mission and the role of the institute, the sector and the role the profession plays in society and within the European context of Lifelong learning **Skills**: The adult learning professional ■ is able to take up responsibility for the further development and improvement of the institute, the sector and the profession. ■ is able to anticipate change in society that affects the institute and the profession. ■ is able to participate in networks ■ is able to communicate, negotiate and find solutions to problems together with stakeholders **Attitudes**: The adult learning professional ■ is loyal and committed to his/her own profession ■ is open to change ■ is solution minded ■ is aware of the social and societal dimension in adult learning ■ is aware of possible political or ethical aspects in adult learning
A4 Competence in making use of their own expertise and the available learning resources: **being an expert in a field of study/practice[1]**	**Knowledge**: The adult learning professional ■ has knowledge of the field of study (subject knowledge) or the field of practice (experience, practical knowledge) ■ has knowledge of relevant recent developments in (academic) literature or study ■ has knowledge of the learning resources learners bring in themselves (knowledge, experience, expertise). ■ has knowledge concerning the learning resources that can be used in the learning process, including those that stimulate adults' self-directed learning **Skills**: The adult learning professional ■ is able to select the right learning resources ■ is able to choose and attune the resources to the demands of the individual adult learner and the group. ■ is able to make use of the learning resources the adult learners bring in. ■ is able to motivate adult learners to learn independently using suggested learning resources **Attitudes**: The adult learning professional ■ is aware of relevant recent developments in his/her own field of expertise ■ has an open mind towards using new learning resources. ■ shows creativity in selecting the resources in order to stimulate adult learners to learn independently

---

[1] For professionals supportive for the learning process, the expertise concerns not subject knowledge, but specific (for example managerial, administrative or ICT) expertise.

A5 Competence in making use of different learning methods, styles and techniques including new media and awareness of new possibilities, including e-skills and ability to assess them critically: **being able to deploy different learning methods, styles and techniques in working with adults**[1]	**Knowledge**: The adult learning professional ■ has knowledge of learning methods (didactics) relevant for the learning processes of adult learners ■ has knowledge of learning styles (approaches) relevant for the learning processes of adult learners ■ has knowledge of learning techniques (ICT, new media and social networks) relevant for the learning processes of adult learners ■ oversees relevant recent developments concerning new media and the possibilities that comes with it in supporting the learning process **Skills**: The adult learning professional ■ is able to use the learning methods (didactics) to support the learning process of adults ■ is able to use the learning styles (approaches) to support the learning process of adults ■ is able to use the learning techniques, including ICT and new media (social networks) to support the learning process of adults. ■ is able to adjust the style of guiding the learning process to the individual adult learner and the group **Attitudes**: The adult learning professional ■ is confident in applying different learning methods, styles and techniques ■ has a positive, though critical view towards new developments in methods, styles and techniques. ■ is open to change in using new technologies ■ is creative in using different methods, styles and techniques in the learning process to stimulate adult learners. ■ has a critical and reflective attitude towards available information and takes responsibility for the use of information
A6 Competence in empowering the adult learners to learn and support themselves in their development into, or as, fully autonomous lifelong learners: **being a motivator**	**Knowledge**: The adult learning professional ■ has knowledge on methods and techniques to stimulate, motivate and empower adult learners to learn and develop themselves ■ has knowledge of cultural differences of learners **Skills**: The adult learning professional ■ is able to motivate, stimulate and empower adult learners ■ is able to communicate the relevance of the learning process within a wider perspective ■ is able to bring in daily life **Attitudes**: The adult learning professional ■ is empathic ■ is inspiring for adult learners

---

[1] For professionals supportive for the learning process, the didactical competence is less relevant.

A7 Competence in dealing with group dynamics and heterogeneity in the background, learning needs, motivation and prior experience of adult learners: **being able to deal with heterogeneity and diversity in groups**	**Knowledge**: The adult learning professional ■ has knowledge of the value of diversity and heterogeneity in a group ■ has knowledge of the stages of human development in adulthood ■ has knowledge of group dynamics ■ has knowledge of methods to deal with possible conflict situations **Skills**: The adult learning professional ■ is able to recognise diversity in backgrounds ■ is able to recognise the value of diversity ■ is able to deal with heterogeneity ■ is able to analyse behaviour ■ is able to recognise tensions, problems and possible conflicts ■ is able to act strategically to prevent and/or manage these possible conflicts **Attitudes**: The adult learning professional ■ is reliable ■ is consistent ■ is to be trusted ■ is empathic ■ has respect for difference in order to deal with heterogeneity and group dynamics

Specific competences	
B1 Competence in assessment of prior experience, perceived learning needs, demands, motivations and wishes of adult learners: **being capable of assessing adult learning needs**	**Knowledge**: The adult learning professional ■ has knowledge of assessment techniques ■ has knowledge of human development ■ has knowledge of cultural, social and religious background of adult learners in order to understand the context for the development of the adult learner and the motivation (intrinsic, extrinsic) that she/he has **Skills**: The adult learning professional ■ is able to use adequately assessment techniques ■ is able to relate the prior experience and knowledge of adult learners to the learning objectives and the course of the learning process ■ is able to make use of the experience, knowledge and skills of adult learners in order to let them learn in a self-directed way. ■ is able to listen carefully, ■ is able to assess non-verbal communication ■ is able to deal with possible language difficulties and other disadvantages ■ is able to deploy a wide range of teaching strategies **Attitudes**: The adult learning professional ■ is interested in the motivations of adult learners ■ is open to the knowledge, skills and experience that adult learners bring with them ■ is aware of the life of the adult learners and their background in order to use that as a learning resource
B2 Competence in selecting appropriate learning styles and didactical methods for the adult learning process: **being capable in designing the learning process.**	**Knowledge**: The adult learning professional ■ has knowledge of a wide range of learning styles and didactical methods to be used in the learning process ■ has knowledge of how to design a curriculum **Skills**: The adult learning professional ■ is able to use the learning styles and didactical methods in the learning process ■ is able to translate the objectives in a learning process, given a specific time frame ■ is able to adjust the learning process to the needs of the individual adult learner and the group **Attitudes**: The adult learning professional ■ is creative ■ is open-minded towards new strategies and changes in the learning process

B3 Competence in facilitating the learning process for adult learners: **being a facilitator of knowledge (practical and/or theoretical) and a stimulator of adult learners' own development**	**Knowledge**: The adult learning professional ■ has knowledge of human development and the stages of adult development ■ has knowledge of different didactical methods ■ has knowledge of different learning and teaching styles (approaches) ■ has knowledge of different techniques, including knowledge of ICT and the ways ICT can be used in the learning process **Skills**: The adult learning professional ■ has the ability to use different methods, ■ has the ability to use different styles ■ has the ability to use different techniques ■ is able to deal with heterogeneity in group of adult learners ■ has the ability to guide and stimulate adult learners to learn independently ■ is able to bring everyday life into the learning process ■ is able to attune the learning process to the living world of the adult learners. ■ is able to steer the learning process by providing appropriate contextualised assignments or tasks to the adult learners and to assess the outcomes **Attitudes**: The adult learning professional ■ is aware of different backgrounds of the adult learners, their different styles of learning habits ■ portrays flexibility in attuning or changing the learning process to the needs and the progress of the adult learners
B4 Competence to continuously monitor and evaluate the adult learning process in order to improve it on an ongoing basis: **being an evaluator of the learning process**	**Knowledge**: The adult learning professional ■ has knowledge of different monitoring and evaluation techniques ■ has knowledge of the ways that outcomes can be used to improve the learning process, learning strategies and his/her own practice **Skills**: The adult learning professional ■ is able to use the different techniques ■ is able to listen carefully ■ is able to interpret the outcomes of the monitoring or evaluation process **Attitudes**: The adult learning professional ■ is self-reflective ■ is willing to invest in the further development ■ is willing to improve the learning process and the strategy used in his/her own practice
B5 Competence in advising on career, life, further development and, if necessary, the use of professional help: **being an advisor/counsellor**	**Knowledge**: The adult learning professional ■ has knowledge of the career and work environment of the adult learner ■ has knowledge of the stage of human development of the adult learner ■ has knowledge of the educational offer ■ has knowledge of to use of tests ■ has knowledge of the organisations for professional help and support **Skills**: The adult learning professional ■ has the skills to advise adult learners on their career, work, further development and link this to educational offers ■ has the ability to use tests to collect information on characteristics of the adult learner ■ has the ability to refer adult learners who need professional help and support **Attitudes**: The adult learning professional ■ is communicative ■ is reliable ■ is honest ■ is able to establish a relationship of trust with the adult learner ■ respects the background of the adult learner

B6 Competence in designing and constructing study programmes: **being a programme developer**	**Knowledge**: The adult learning professional ■ has thorough knowledge of curriculum design, adult learning theory, resources and methods that can be used in the delivery of the programme ■ has thorough knowledge of assessment techniques **Skills**: The adult learning professional ■ is able to design and construct the study programmes according to relevant adult learning theory and the needs and demands of the adult learners ■ is able to use assessment techniques ■ is able to direct other adult learning professionals in the use of the study programme **Attitudes**: The adult learning professional ■ is aware of the need for flexible programmes ■ is able to attune the programme to the adult learners' circumstances ■ is aware that others must be able to work with the programme
B7 Competence in managing financial resources and assessing the social and economic benefits of the provision: **being financially responsible.**	**Knowledge**: The adult learning professional ■ has knowledge on how financial resources should be managed ■ has knowledge on possible external resources **Skills**: The adult learning professional ■ has the skills to use financial data, techniques and software to manage the finances of the institute ■ is able to see, assess and describe the social and economic benefits **Attitudes**: The adult learning professional ■ is strict ■ is responsible ■ is reliable ■ can be highly trusted ■ is aware not only of the financial, but also of the social dimension of adult education
B8 Competence in managing human resources in an adult learning institute: **being a (people) manager**	**Knowledge**: The adult learning professional ■ has knowledge of human resource management, selection and recruitment policies and practices in adult learning ■ has knowledge of team building ■ has knowledge of assessment techniques ■ has knowledge of continuous development of staff **Skills**: The adult learning professional ■ has the ability to assess the work and competences of staff ■ has the ability to read group processes and body language ■ is able to build teams ■ has the ability to select and recruit appropriate staff ■ has leadership qualities **Attitudes**: The adult learning professional ■ has authority ■ is reliable ■ is strict ■ has empathy ■ is aware of individual behaviour, group processes and human development

B9 Competence in managing and leading the adult learning institute in general and managing the quality of the provision of the adult learning institute: **being a general manager**.	**Knowledge**: The adult learning professional ■ has knowledge of the organisational and institutional procedures ■ has knowledge of quality management and relevant policies (including European policy) **Skills**: The adult learning professional ■ has the ability to formulate and defend the mission of the institute ■ has the ability to manage and lead the institute according to that mission ■ has the ability to implement organisational procedures and systems for accountability (quality management) ■ understands the learning needs of society and adults and is able to attune the institute towards those needs **Attitudes**: The adult learning professional ■ has authority in leading the institute ■ is aware of the specific characteristics of the sector ■ has leadership qualities ■ is open minded ■ is aware of the political context in which the institute works
B10 Competence in marketing and public relations: **being able to reach the target groups, and promote the institute**	**Knowledge**: The adult learning professional ■ has knowledge of PR, marketing, mobilisation and outreach strategies ■ has knowledge of the characteristics of the target groups ■ has knowledge of relevant stakeholders **Skills**: The adult learning professional ■ is able to use different PR and marketing strategies ■ is able to see new opportunities for new programmes and directions ■ is able to communicate with stakeholders, external parties and organisations **Attitudes**: The adult learning professional ■ is sensitive for new chances, possibilities and developments ■ is able to critically assess the institutional role given the wider context ■ is a communicator ■ is aware of political nuances
B11 Competence in dealing with administrative issues involving adult learners and adult learning professionals: **being supportive in administrative issues**	**Knowledge**: The adult learning professional ■ has knowledge of the systems, programmes and software used for administrative purposes ■ has knowledge of the responsibilities in the institute **Skills**: The adult learning professional ■ has the skills to work with the administrative systems, programmes and software ■ is skilled in administrative work ■ is able to deal with information requests from (potential) adult learners and adult learning professionals **Attitudes**: The adult learning professional ■ is precise in carrying out administrative work ■ is friendly and cooperative in dealing with questions and requests
B12 Competence in facilitating ICT-based learning environments and support adult learning professionals and adult learners in using these learning environments: **being a ICT-facilitator**	**Knowledge**: The adult learning professional ■ has knowledge of ICT design and ICT-based learning environments ■ has knowledge of the possibilities and constraints of ICT-learning environments and the hardware supporting the environments **Skills**: The adult learning professional ■ has the ability to design and facilitate ICT-based learning environments ■ is able to support the learning environment and the people who work and study within this ICT-based learning environment ■ is able to assess the effectiveness of the environment. **Attitudes**: The adult learning professional ■ is aware of the behaviour of adult learners in the ICT-based learning environment ■ thinks critically on the use of ICT and the impact ICT can have on the behaviour of adult learners (and adult learning professionals)

4.7 Raising the question: what makes this set of key competences different with regard to initial education?

The adult learning sector is closely interwoven with all other education and training sectors, i.e., general, vocational and higher education. As a consequence, one sees that a high percentage of the professionals working in the adult learning sector are also working in other education and training sectors. Since there is an overlap between adult education and secondary educational, vocational education and higher education, competences surely may overlap. This is not surprisingly so, since many activities carried out by professionals deal with the educational/institutional setting in which people work. The set of key competences aims at covering all the activities carried out in an adult learning institute, including activities that might be less specific for the adult learning sector (e.g., administrative support, management, etc.). Therefore, the set of key competences shows similarities with other educational sectors, however there are differences. Before presenting the differences, first the similarities that are most noticeable will be given:

- **Professionalism**: A1, A2 and A3: These competences describe a professional attitude towards the professional's own practice, the field and institute in which the professional works. The competences to portray this professional attitude are not different from other educational sectors.
- **Management and support**: B7-B12: Whether one is a manager of an adult learning institute or another educational provider, the same responsibilities apply and activities and tasks need to be carried out. The competences vary more according to the size of the organisation rather than the educational sector.

Despite these similarities, there are also adult learning specific competences mentioned. The factors that heavily influence the adult learning practice are the heterogeneity of the adult learner groups and the didactical methods to be used. First of all, adult learning professionals often deal with **heterogeneity**, a wide variety of target groups of adults each having different background in educational level, social origin, family background, social class, or social milieus; earned income; gender; age or generation; employment status; ethnic origin; or urban or ruralness. Secondly, in addition to the target groups, **teaching methods** also differ considerably[1]. Adult learning often focuses on encouraging participation and improving performance, and results through adopting a more learner-centred approach. It is considered desirable that the adult learner is placed at the centre, both when designing adult educational programmes and when determining their outcomes. The emphasis is not only on providing instruction but also on focusing on the broader concept of learning, which involves paying attention to the well-being, motivation, and transformation of the individual instead of on formation. Aspects to take into account are, for instance, providing a safe and suitable learning environment, reinforcing positive attitudes toward the learners' potential for success, and encouraging independent study skills[2]. In addition, it is recommended that several teaching methods are used throughout a course, if possible, with the purpose of catering to the different needs of learners and enhancing their progress[3].

---

[1] An overview of paradigm changes in adult learning teaching methods is also given in the OECD report Beyond Rhetoric: Adult Learning Policies and Practices (2003), (EAEA, 2006; European Commission, 2005).
[2] Billington, Dorothy D. (2000), Seven characteristics of highly effective adult learning programmes, in: New Horizons for Learning, Seattle.
[3] Birkenholz, Robert J. (1999). Effective Adult Learning. Danville, Illinois: Interstate Publishers, Inc.

The following competences are considered to be different to competences needed in other educational settings and are more specific for adult learning. The adult learning characteristics here are more in the descriptions of the competence rather than in their simplified headings.

- A4: **Expertise**. Not as such expertise being a competence exclusive for adult learning professionals, but instead it is the element of making use of the learning resources adult learners bring into the learning process that is unique. Adult learners already have much expertise and experience which can, and must, be used by the adult learning professionals in the learning process. Expertise is therefore not a property of an individual but of the learning environment as a whole.
- A5: **Didactical competence**. Professionals working in other educational settings also need to have didactical competences, but in this situation it is explicitly mentioned that professionals must be able to use didactics, styles, methods and techniques specifically in working with adult learners, which in general includes more emphasis on self-directed learning and guidance, etc.
- A6: **Competence in empowering adult learners**. Motivating and empowering entails attuning the learning process with the daily practices of the adult learner and to include the learner's prior experience and expertise into the learning process.
- A7: **Dealing with heterogeneity and diversity in groups**. Adult learning professionals are confronted with a lot of diversity in the backgrounds of their adult learners, especially regarding the prior experience and expertise the adult learning sector differs from other educational sectors.
- B1: **Assessment of prior experience and needs**. In most educational sectors the needs and prior experiences of the learners (e.g., young children) is known. Not so in adult education, because adult learners bring with them a large amount of (life) experiences and outcomes of informal learning processes. Therefore, the adult learning professionals must be able to assess this prior experience and needs to build a relevant learning strategy.
- B3: **Facilitating the learning process**. Due to the more learner-centred approach in adult learning, as opposed to the majority of the other educational sectors, the didactical methods, styles and techniques differ.[1] The professional have knowledge about the relevant learning methods, styles and techniques and should be able to use them accordingly. Not that facilitation as such is specific to adult education, as this takes place in every sector, but it differs in the way that adult learning is facilitated.
- B5: **Advising**, **counselling and guidance**. In opposition to other educational sectors, the learning taking place in adult education has much of the time a direct added value for the professional or societal life of the adult learner. Therefore, the adult learning professional must be able to advise the adult learner not only how to apply new knowledge and skills, but also future steps in further development.

The overlap of the competences described in this study and the competences described in other educational sectors emphasises that the adult learning sector is not as distinct from initial education as is sometimes assumed. The outcomes of the study on key competences can be read therefore as a plea for more professional awareness and a means of distilling the competences which are additionally needed to work with adults. In this way we are able to develop training programmes and train people working on the segments of education in order to become an adult learning professional.

---

[1] Though also initial education, for instance secondary and higher education tend to move towards learning-centred approaches as well.

5 Potential ways of making use of the set of key competences

Developing a set of key competences for adult learning professionals is one thing, but making sure that this set of key competences is used for further developing policies in the field of adult learning and improving the quality of provision is another. All EU Member States, sectors and institutions are free to choose whether or not to make use of the set of key competences. The identified competences may serve as a basis or a frame of reference for improving or changing existing adult learning practices in a variety of ways. In this respect it is also important to mention that not all policy implications apply equally to all countries included in this study. In some cases policy directions are already in place, while in others the set of key competences may have limited relevance due to different learning cultures, government structures and regulations. Besides, interesting initiatives from one country cannot automatically be replicated in another country.

In the following sections a selection of these actions will be described, which were discussed during an expert meeting and consultation sessions with relevant stakeholders in the field. Actions are illustrated as much as possible with interesting practices identified during the study.

5.1 Potential ways of using

In this section different ways will be discussed in which the set of key competences can help to further improve the quality of staff. Actions described range from self-evaluation of professionals to the use of national and European qualification frameworks. In section 5.2 different levels of stakeholders will be described, and in section 5.3 this chapter will end with a summarising matrix describing what actions can be taken with which level of stakeholder (professionals, employers, providers of training for adult learning professionals, sector, national government and at a European level).

5.1.1 Self-assessment and evaluation

The set of key competences can be used on a professional level as a tool for self-evaluation. The professional can use the set of key competences to map their own competences and identify future possibilities for further development. The set can be used to develop a portfolio of experiences and prior learning which can prove that the professional has the competences identified. The set can contribute to the idea of what is meant in being an adult learning professional and can enhance the self-confidence of the professional and stimulate the foundation of a professional group or association.

5.1.2   Selection of training courses

Based on their self-assessment, the professionals can use the set of key competences to select training courses on competences that the professional wants to develop further.

5.1.3   Action learning and action research

A lot of action research is carried out throughout Europe by adult learning institutes and providers. Through engaging action research professionals not only increase the knowledge base of their work, but also professionalise themselves not in the least in carrying out research. However, there is a lack of coordination and linking the outcomes of these often small research projects. The set of key competences can help to structure and link the projects theme-wise.

5.1.4   Networks of professionals

Among the competences a number are described that refer to social, communicative and networking activities. Here we see the competences both as a means and an end to the professionalisation of educators, particularly newly qualified professionals. Throughout Europe national and European wide networks emerge in which sharing expertise and coordinating research is a priority. An example is the ESREA-network.

---

[1] Vinepac: http://www.vinepac.eu/
[2] http://www.sealll.eu/

> **ESREA-network**[1]
>
> ESREA promotes and disseminates theoretical and empirical research on the education of adults and adult learning in Europe through research networks, conferences and publications. Active members come from most part of Europe and include (academic) researchers, policy makers and practitioners.
>
> ESREA is devoted to encourage and support the advancement of high quality research on the education of adults in the European countries.
>
> a) The society intends to encourage cooperation in comparative research in the European context conceived in the broadest geographical terms.
>
> b) The society will stimulate the development of research and the dissemination of research results in all areas of adult and continuing education.
>
> c) The society will undertake activities to encourage the training of young researchers and the continuing professional development of researchers.
>
> d) The society will seek to establish positive working relationships with other European organizations and with the appropriate national organizations.

5.1.5 Professional associations

By raising the professional competences of individual staff, the professionals can recognise themselves as taking part of a professional group, and can organise themselves as a professional association. These associations can defend the rights of the professional group, exchange knowledge, build up a common understanding of what defines the profession as such, and develop the profession as a learning community or community of practice.

> **Dutch as a second language association**[2]
>
> This association aims at providing and exchanging information, advocacy and promotion of expertise. This professional association developed a competence profile for teachers in Dutch as a second language.

5.1.6 Peer learning

The set of key competences can help to compare competences with other colleagues and peers. Possible instruments can be interviews and dialogues, but job shadowing and classroom monitoring are instruments that can also be used to assess each other's competences. Within the Grundtvig programme peer learning is included as a separate action.

---

[1] http://www.esrea.org
[2] http://www.bvnt2.org/de-vereniging

5.1.7 Labour agreements

The set of key competences can contribute to the use of professional standards. The competences can be included in collective labour agreements to determine whether and when someone can be considered a professional or able to meet with defined formal career structures.

5.1.8 Development of qualification structures

The analysis of educational programmes during this study shows that there is a wide variety of educational programmes throughout Europe. These programmes differ with regard to duration, aim, target group and theme addressed in the programme, which lead to many kinds of qualifications, ranging from certificates of participation in a training course to diplomas, academic degrees, and learning outcomes. An interesting issue is whether the core competence identified in this study are reflected in initial and continuous training programmes. This study shows that, overall, the educational programmes focus more on didactical and organisational competences. Interpersonal competences, competences in reflection and collaboration with colleagues and the working environment are offered in only less than half of the programmes. However, one can expect that competence such as critical thinking and self-reflection are not described as such in bachelor and master programmes because they are considered to be general academic competences that students are assumed to acquire during their studies. The same can be said about communication and interpersonal skills and competences. Short educational programmes tend to focus more on a restricted set of competences, not offering a full set of competences needed for working in the adult learning sector. Programmes can focus on course development, organisational tasks, guidance tasks and more academic competences.

The set of key competences can be used as reference point for developing and fine-tuning training programmes and courses and making them comparable in terms of learning outcomes and competences. Furthermore, the set of key competences can be used to develop qualification structures in which the educational programmes are related to each other. These qualification structures can help to make the educational provision in a country transparent. Good examples of certification structures already in place can be found in Switzerland and Austria (see box below).

Weiterbildungs Akademie (WBA): Academy of Continuing Education, Austria[1]

The Academy of Continuing Education is a system for the qualification and recognition of adult educators. Practical experience is a prerequisite and previously acquired qualifications are acknowledged. Skill deficiencies can be acquired by means of accredited further education programmes. The diploma is awarded after passing two examinations. It is intended as a qualification for special university studies. The Academy of Continuing Education develops and ensures quality standards. It constitutes an important step toward the professionalisation of adult education. At the end of their studies, adult educators in Austria are for the first time able to obtain a widely recognised diploma within the profession.

Characteristics of the Academy of Continuing Education:
- 4 target groups: teachers/trainers, education managers, counsellors and librarians
- Recognition of existing formal qualifications as well as non formal or informally acquired skills
- Various documents will be acknowledged as proof of competence (certificates, assessments etc.)
- Individual education and careers counselling by trained counsellors
- A 2-part modular curriculum based on competence profiles[2]
- Two certificates:
  - Wba-certificate: certified adult educator
  - Wba-diploma: graduate adult educator (rated at 60 ECTS)
- A mainly virtual structure, as a network of recognised educational organisations, containing a decentralised support structure through counsellors
- Accreditation of quality assured educational offers
- Permeability of the system, eligibility for university

5.1.9 Development of educational programmes

In Europe there is a wide variety of qualifications leading to the adult learning profession, ranging from certificates of participation in a training course through to diplomas and academic degrees (for an overview see the work of Ewa Przybylska, 2008). The set of key competences may be used to determine the goals of training activities. Once it is known what practitioners are supposed to do, in which context they have to operate and what quality standards they have to meet, it is possible to identify goals and develop training activities and courses accordingly. The set of key competences can be used to identify the focus of educational programmes. With regard to educational programmes a distinction can be made between initial educational programmes and in-service or continuous educational programmes.

Initial educational programmes
Initial educational programmes for becoming an adult learning professionals are often offered by universities in the form of two-cycle study programmes (see box below). Additionally, there exist initiatives to develop adult learning courses and programmes by coope-

---

[1] http://www.wba.or.at/
[2] These competence profiles have been included in the analysis and are highly comparable with the set of key competences identified.

rating universities in Europe. These cooperation initiatives are mainly initiated within programmes of the European Union, such as Socrates/Erasmus or Grundtvig. As an example Erasmus curriculum development programmes can be used to set up educational programmes within the field of adult learning.

Two cycle study programmes at the university

Most countries have the possibility of studying a bachelor or master programme including a specialisation in adult pedagogics. The total study-length of these kind of training programmes is ussually four or five years, including a three years' bachelor cycle and a one or two year master programme. Bachelor and master programmes in pedagogy of educational sciences usually include modules or courses on adult learning to provide graduates with a general knowledge of specific processes involved in adult learning, of adult learning institutions as well as the political, social and economic background of adult learning. A few academic centres currently offer a specialisation in adult learning at the BA level. Despite that in most countries there is the possibility to study BA and MA programmes in addition to further post-graduate programmes leading to qualifications for adult learning professions, these do not often explicitly mention adult learning in the title of their degree programmes. With the introduction of the bachelor-master structure more and more specialised master programmes on adult education have been developed, though a firm trend cannot yet be identified.

EMAE - European Master of Adult Education

A number of European universities worked together to establish a European master programme for adult education. The aim of the 120 ECTS programme is to qualify its students for professional work in European contexts in the field of adult education and learning. The students become aware of the opportunities that Europe offers as a potential labour market to adult educators, and are able to use these opportunities. EMAE graduates work in a variety of jobs that are directed towards enhancing the learning of adults in Europe. EMAE graduates typically engage in careers as researchers, administrators, counsellors, instructors, and programme planners.

In-service educational programmes

A large number of people already working in adult learning prefer short cycles of professional development, offered by different course providers, which enable them to combine their professional development with everyday work and family obligations. Their individual strategies for professional development are based, to a large extent, on participation in short courses to develop specific professional competence. The Grundtvig programme provides good examples of short training courses that have been developed during the projects and are stored in a database of in-service training.

Grundtvig in-service training courses[1]

Within the European Grundtvig programme many training courses for adult learning professionals have been developed. These courses last at least 5 days, have a strong European focus and include more informal training such as a placement, observation periods, job shadowing, and teaching visits or exchanges.

---

[1] A European database of training courses can be found on: http://ec.europa.eu/education/trainingdatabase/.

5.1.10 Probation/induction of new staff

The competences described in this study makes clear what is expected from newly qualified staff, but it also may be used to identify additional learning needs in order to reach a higher level of performance than that of a beginner. This is particularly relevant in the first years on the job. Competence frameworks may be used to focus the induction of new staff and to determine the requirements after a probation period.

5.1.11 Assessment of competences

It is a valuable approach to submit entering professionals to an assessment in order to identify their level of competence, especially in recruitment situations and particularly those entering the profession laterally after careers elsewhere. The set of key competences may be used as a tool to organise the assessment and may serve as an indication of professional qualities. Assessment centres are becoming more and more common in several sectors of education and work. This can be combined with a suitable kind of certification structure.

5.1.12 Continuous professional development

In in-service education of staff and in continuing professional development (CPD) the formulated key competences may be used as goals and evaluation criteria to identify progress made. Other human resource management (HRM) examples in which the set of key competences can be used to manage the competences of staff are in drawing up personal development plans for staff members, facilitating peer learning or sharing knowledge among staff.

5.1.13 Implementing institutional self evaluation

The set of key competences can be used to identify blank spots in the organisational structure of the institute: have all the activities been covered and do the competences of staff match the competences needed to build a solid working and learning environment? The set of key competences can be used as a tool for institutional self-evaluation.

5.1.14 Developing institutional accreditation criteria

To receive accreditation, institutions often need to employ staff with specific qualifications in adult learning. Additional requirements may also include evidence that staff members continue to develop their qualifications as their careers progress. The competences identified in this study create a framework to allow teachers to map their competences. Furthermore, by going into the contextual questions, the institutional setting in which adult education takes place, can be mapped. The set of key competences may serve as a starting point for developing institutional accreditation criteria.

5.1.15 Implementing benchmarks and external evaluation

In addition to institutional self-evaluation, providers with a shared mission can use the set of key competences to compare their practices and identity good practices at other institutes. The set of key competences may help them to exchange knowledge and experiences in a structured way. The external evaluation can be assisted by external bodies, inspectorates and evaluations to improve the quality management.

5.1.16 Developing quality certificates and standards

Providers of adult education can set regulations with regard to the quality of staff and the quality of provision. This regulation can also be formalised as a quality certificate. The set of key competences can be used to determine what competences are required by staff in an organisation in order to receive a quality certificate. The box below contains an example of a certification structure used in Switzerland.

EduQua[1]
EduQua is a Swiss quality label and provides certification for adult learning institutes. It enables providers to improve the quality management and to reach a positive image. Also as a policy instrument it is considered very effective: in more and more areas in Switzerland (Cantons), the certification is a requirement for public funding. The Swiss Conference of the Cantonal Educating Directors recommends that the cantons check "the quality of the providers in the education sector in all of Switzerland based on the same criteria and make national subsidies dependent on a proof of quality (eduQua)". Over 880 institutes have received the certificate in Switzerland.

5.1.17 Legislation or sector agreements

The set of key competences can be used to identify the requirements that might need to be set by law for (parts of) the field of adult lifelong learning or sector agreements. The profiles explicitly describe what abilities people are supposed to possess, in what context and with what level of quality. In regular education in most European countries this is made part of a legislative system. An interesting example of a sector agreement can be found in the UK (see box below).

LLUK[2]
An interesting example in this respect is Lifelong Learning UK (LLUK) that was set up for the purpose of developing new professional standards for the whole further education system. As a consequence LLUK has developed an initial teaching award (Passport); qualification leading to Qualified Teachers, Learning and Skills (QTLS) status; and other intermediate and advanced teaching qualifications. This provision is accompanied by a new Continuing Professional Development (CPD) expectation on teachers and trainers of, at least, 30 hours per year. Any new unqualified teacher with a full teaching role will be required to achieve QTLS status within five years.

---

[1] http://www.eduqua.ch/002alc_01_en.htm
[2] http://www.lluk.org/

5.1.18 National and European Qualifications Frameworks (NQF and EQF)

National Qualification Frameworks (NQF) are instruments for classification of qualifications according to a set of criteria for specified levels of achieved learning. It aims at integrating and coordinating national qualifications subsystems and it improves the transparency, accessibility, progression and quality of qualifications in relation to the labour market and civil society.[1] The European Qualifications Framework (EQF) does the same on a European level. It stimulates comparability and alignment of the implemented NQFs in the Member States. The European Qualification Framework is now being implemented in the European educational field.

The set of key competences does not directly indicate on what level in the EQF the competences are placed, since the set of key competences itself is not an educational programme. The qualification level at which the competences should be described depends on the (national) context in which graduates receive their qualification. As indicated, most countries lack a systematic description of the qualifications offered by educational programmes for adult learning staff in which all learning achievements are measured and related to each other. Mapping the qualification structure of the adult learning sector entails situating the learning outcomes of the educational programmes within NQF levels that are linked with the levels defined in the EQF. This will increase transparency of different types of training and of providers in the sector.[2]

Linking the set of key competences to the National and European qualifications frameworks will finally improve transparency in the sector and open more possibilities of mobility and exchange of adult learning professionals throughout Europe.

5.1.19 European tools (ECTS, ECVET, and EQARF/EQAVET)

ECTS facilitates the recognition of studies (formal, non-formal and informal). The system is used across Europe for credit transfer (student mobility) and credit accumulation (learning paths towards a degree). It also informs curriculum design and quality assurance. ECVET does the same for vocational education and training (VET). ECVET is a voluntary framework describing qualifications in terms of learning outcomes. Each learning outcomes is associated with a certain number of ECVET points developed on the basis of common European standards. 60 points correspond to the learning outcomes achieved in a year of full-time VET. EQARF/EQAVET (European Quality Assurance Reference Framework) is developed to serve as a reference instrument in helping Member States to promote and monitor continuous improvement of their VET systems based on common European references.

The set of key competences for adult learning professionals can be delivered in courses and modules. When training programmes are developed with the set of key competences as a basis, it is possible to establish systems of recognition for acquired experience and compe-

---

[1] European Council and European Parliament (2008), Recommendations of the European Parliament and of the Council of 23 April 2008 on the establishment of the European Qualifications Framework for lifelong learning.

[2] In some countries, such as Germany, action was taken to increase the transparency of different types of training and of providers. The German Institute for Adult Education (DIE) established a database, listing the range of service offers provided all over Germany, which for the first time allowed systematic research on the training offered. This could help those people who are planning to start a career in adult education, or who would like to develop their career.

tences, possibly resulting in systems for credit transfer. The recognition of competences enables transfer from one context or country to another. Together with the set of key competences, European tools (ECTS, ECVET and EQARF/EQAVET) can be used to set the duration of the modules and programmes and compare them to each other. The set of key competences determines the content; the European tools determine the weight and duration of the educational programme delivering the content.

Despite the fact that the EQARF framework is developed for VET, the set of key competences for adult learning professionals can be associated with the EQARF/EQAVET system of quality assurance. The EQARF/EQAVET system has investment in teachers and trainers and the participation of teacher in further education included as a indicator of quality.[1] The set of key competences can be used to map what further education is needed by teachers and trainers in their further professional development.

5.2 Stakeholders involved in using the set of key competences

The set of key competences applies to many groups and stakeholders, all playing a role in policy making and consecutive development and implementation processes. These stakeholders are politicians, ministries, public agencies and public providers, regional and local authorities, social partners, NGO's and churches, but also includes staff and adult learners themselves. Political decisions are made at the central, regional or local level and sometimes at different levels concurrently, with many countries showing a high degree of decentralisation.

In this study six levels of stakeholders were identified that can take concrete actions to improve the quality of staff by making use of the set of key competences, namely:
- The role of professionals themselves in the implementation;
- The role of employers of adult learning professionals in the implementation;
- The role of providers of training for adult learning professionals in the implementation;
- Implementing the set of key competences on sector level;
- Implementing the set of key competences by government; and
- Implementing the set of key competences at European level.

5.2.1 Professionals

The set of key competences indicates that the professional needs to be responsible for the development of their own practice and needs to be a fully autonomous learner. This could be on an individual or group level. The set of key competences can help to create awareness for professionals that they are a professional group. As with other professional groups (lawyers, doctors, etc.), they will develop their own standards that determine whether someone is an adult learning professional or not. This may lead to the establishment of professional associations, development of training programmes, collective labour agreements, and so on.

---

[1] For the list of indicators see: http://ec.europa.eu/education/lifelong-learning-policy/doc/vocational/eqarf_en.pdf

5.2.2 Employers

The employers of adult learning professionals can use the set of key competences for improving their quality assurance system. For this purpose, they can use different quality measures broadly divided into the following categories: selection and recruitment, continuous professional development (CPD) and controlling qualifications (evaluation).

5.2.3 Providers of training for adult learning professionals

The providers of training for adult learning professionals play an important role in increasing the quality of provision. They develop educational programmes and offer trajectories for professional development of adult learning professionals.

5.2.4 Sector level

Some actions can be initiated by providers; others involve a group of providers sharing the same interests, such as umbrella organisations. Actions that can be developed at the sector level can be the designing of benchmarks, external evaluation instruments and developing quality certificates.

5.2.5 Governments

Besides sector, employers, providers, and professionals, governments can also enforce developments in the adult learning sector as well. In consultation with the sector, governments are able to develop standards on the basis of the set of key competences. Along sides these standards, national level training programmes can be developed to educate the adult learning professionals. This approach will lead to certification structures, quality management on sector and provider level, mandatory professional development, implementation of training programmes and possibly the establishment of a professional association.

5.2.6 European level

On a European level various institutions can use the set of key competences to improve the quality assurance and transparency of the adult learning sector in Europe. On a European level instruments such as EQARF/EQAVET, ECTS, ECVET and the Grundtvig programme are used to increase the quality of provision. This would not only involve the European Commission and European institutes, for example EACEA and Cedefop in applying some instruments, but also European networks of academics, for example the ESREA network.

5.3 Discussion on implementation and the involvement of stakeholders

Instruments and stakeholders
The way the set of key competences will be used depends on the stakeholders. They must decide what actions they will take in used in set of key competences to professionalise the sector. The set of key competences should be seen as a toolbox stakeholders can use.

Not all instruments can be used by every level of stakeholders. Some instruments are more suitable for professionals; others for sector-organisations and national governments. Many

instruments can be used on different levels. This is illustrated by the table provided here below (5.1). In the left column the instruments have been included and on the right side the different levels of stakeholders are presented. The boxes that are coloured orange indicate that this particular instrument can be used on that stakeholders' level.

Table 5.1   Instruments and stakeholders

#	Instruments / **Stakeholders**	Profes-sionals	Employ-ers	Train-ing pro-viders	Sector	National	European
1	Self assessment and evaluation	X					
2	Selection of training courses	X					
3	Action research and action learning	X					
4	Network of professionals	X	X	X	X	X	X
5	Professional associations	X	X	X	X	X	X
6	Peer learning	X	X				
7	Labour agreements	X	X	X	X	X	
8	Development of qualification structures		X		X	X	
9	Development of educational programmes		X	X	X		
10	Probation/induction of new staff		X				
11	Assessment of competences	X	X	X	X		
12	Continuous professional development	X	X	X	X		
13	Implementing institutional self evaluation		X				
14	Developing institutional accreditation criteria		X		X	X	
15	Implementing benchmarks and external evaluation		X	X	X	X	X
16	Developing quality certificates and standards		X		X		
17	Legislation or sector agreements				X	X	
18	National and European Qualifications Frameworks (NQF and EQF)					X	X
19	European tools (ECTS, ECVET, and EQAVET)					X	X

Source: Research voor Beleid

Two main conclusions can be drawn from the table:
- First, most instruments can be implemented on the employers level. These instruments range from establishing networks of professionals to institutional self-evaluation. The employers therefore play a key role in enhancing the quality of (their) staff.
- The second main conclusion concerns the fact that some instruments involve all, or al-most all, levels of stakeholders, such as establishing networks of professionals and de-

veloping quality certificates. These instruments to increase the quality of staff therefore call for more overall coordination and alignment of initiatives. For example, the development of quality certificates for institutions can be initiated by sector organisations, asks for the involvement of employers and training providers, calls for governmental support and possibly finances and finally aligns with European initiatives.

Difficulties in implementation on a national level

All the instruments that have been described have their own difficulties in implementing the set of key competences. Here some issues are raised for implementing the set of key competences a national level as a requirement for people working in the sector. Implementation of a set of key competences has to be politically, structurally and practically feasible:

- **Political feasibility**: The implementation calls for a political willingness to invest in the adult learning sector and to defend the position that investments in the sector will return in the society due to more participation in society and work. The most important barrier for using the set of key competences in improving the quality of staff is the costs that come with raising the quality. Better qualified personnel cost more. While providing better service, institutes might not be able to account for the financial burdens.
- **Structural feasibility**: The implementation has to be possible given the structural embedding of adult learning in a country. Are there institutions, organisations and structures in place to use the set of key competences, to educate adult learning professionals and to validate their progress. Ways of validation should be further developed in future practices and studies.
- **Practical feasibility**: The implementation of a set of key competences has many practical implications and negative side-effects. An example of with is the danger of exclusion: A large share of practitioners in the sector work part-time, freelance or work as voluntarily. Raising the standards and requirements many of these workers might be excluded from carrying out their work.

To minimise these barriers the implementation should be supported by all levels of stakeholders and should be prepared with care. This calls for the involvement of professionals, employers, training providers, sector organisations, national governments and European initiatives.[1] The costs of the implementation should be weighted against the impact of improving the quality of provision on the labour market, personal well-being and the civic society.

---

[1] Other initiatives for implementing a competence profile nation wide point to the same approach. See for example: Schiersmann, Christiane, B, Alexander Dauner, Peter C, Weber, (2009), Qualität und Professionalität in der Bildungs- und Berufsberatung, in: BMBF (2009), Zukunft (der) Weiterbildung, pp. 143-159.

6 Conclusions and recommendations

6.1 Introduction

This report's conclusions and recommendations are derived from the analyses of the documents, job descriptions and educational programmes studied. Moreover, the experts and stakeholders involved in this project have delivered input that has been taken up in the conclusions and recommendations.

The recommendations apply to a broad range of stakeholders, all playing a role in increasing the quality of adult learning professionals competences. Stakeholders include individual adult learning professionals, employers of adult learning professionals, providers of training for adult learning professionals (developing educational programmes), quality assurance organisations and policy makers at the sectoral, national and European level.

The conclusion is structured around the following research questions:
1) What competences are relevant for working in the field of adult learning?
   - How are these reflected in educational programmes?
   - How are these reflected in job descriptions?
2) What instruments can be used for delivering the key competences identified to adult learning professionals and to help adult learning professionals develop the key competences?
   - At the European level (with special attention to EQF, ECTS, ECVET, Grundtvig)
   - At the national level
   - At the sector level
   - At the provider of training for adult learning professionals level
   - At the employer level
   - At the individual professional level
   - What good practices can be identified throughout Europe?

In section 6.2 the first question will receive attention, while the second question will be dealt with in section 6.3. Section 6.4 will provide recommendations based on the outcomes of the study.

6.2 What competences are relevant for working in the field of adult learning?

The study shows that there is already much work done on identifying and describing competences in the adult learning sector. There are sufficient materials, ideas and opinions from which common denominators could be identified. By abstracting the common elements from the context in which those competences have been described, many similarities can be seen in the work professionals carry out in the diverse contexts of adult education. Only in this way was it possible to identify core competences applicable for everyone working in the adult learning sector. As a result, this study takes into account the wide array of activities that are being carried out in this sector by the different staff in different contexts in the field of adult learning.

To structure and relate the identified key competences to each other, the research team developed a graphic representation (figure 6.1) containing the set of key competences. Since competences are needed to carry out an activity in a specific context, this graphic representation contains three layers:

1) the layer of competences,
2) the layer of activities (containing an inventory of activities adult learning professionals are carrying out), and
3) the layer of context (containing variables that determine the context in which activities need to be carried out).

Figure 6.1   Graphic representation of the set of key competences of adult learning professionals
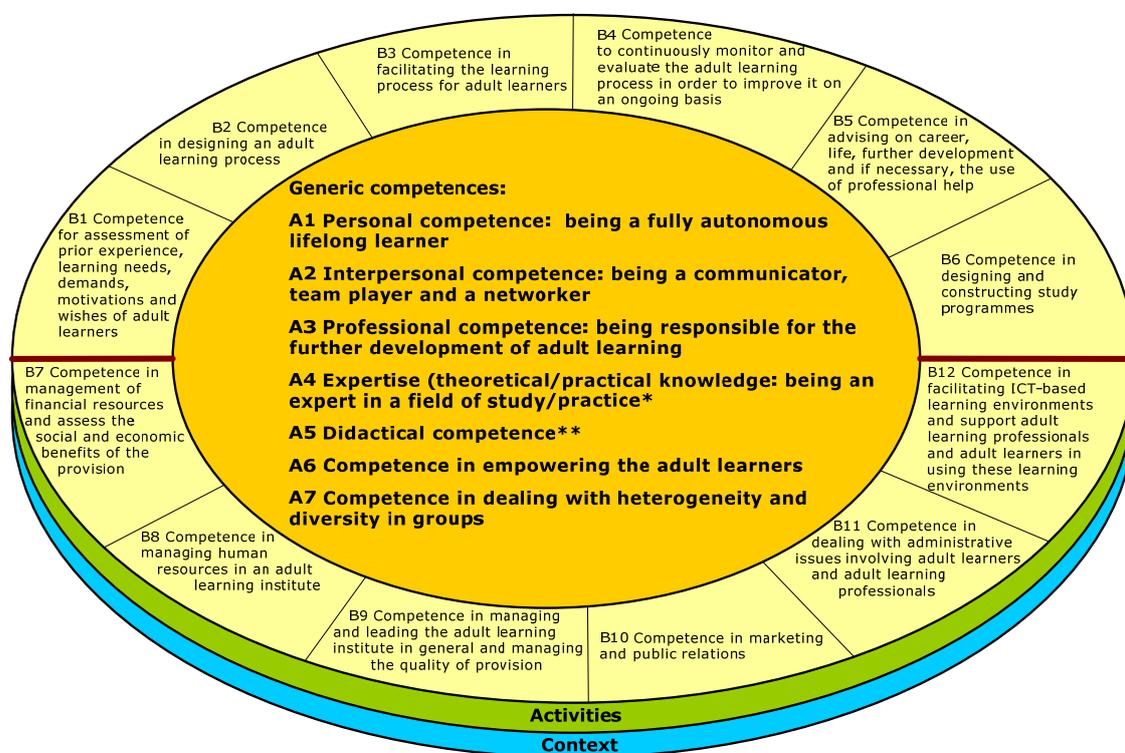
* *For professionals not directly involved in the learning process, the expertise concerns not subject knowledge, but specific (for example managerial, administrative or ICT) expertise.*

** *For professionals not directly involved in the learning process or supportive in a managerial, administrative way, the didactical competence is less relevant.*

Layer of competences

With regard to the competences identified a distinction has to be made between generic competences and specific competences:

A) Generic competences are competences that are relevant for carrying out all activities in the adult learning sector. Every professional working in the sector ought to possess these competences regardless of whether they carry out teaching, managing, counselling or administrative activities.

B) Specific competences are competences that are needed to carry out a specific array of activities. These competences are needed for professionals responsible for a specific

field of activity (e.g. facilitating learning, managing the institute, etc.). The specific competences are therefore not required for all the professionals working in the adult learning sector.

Layer of activities

In total 13 fields of activity have been identified, noting that not all activities need to be carried out by one professional but can be divided amongst a group of professionals (e.g., managers, teachers, or support staff, etc.).

- 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

Layer of the context

The context in which adult education is provided affects the exact shaping of the competences and the weight they receive. The context depends on variables like the target groups, the team composition, the education programmes delivered in the institute, the attention to professional development, the exact mission of the institute, etc. The context can be mapped by answering four clusters of questions:

5) Learning/teaching: Who are the learners? Who are the educators?
6) Programme/programme development: Is there a defined programme? Who developed the programme?
7) Institutional organisation/management: How is the institute organised? Are there entry requirements for staff?
8) Leadership/continuous professional development (CPD): What is the mission of the institute? Is there policy on CPD?

Additionally, the level of responsibility which comes with working in this context should be assessed.

Representation of competences in the job descriptions studied

The generic competences (A) are mentioned in almost all job descriptions and in (European) literature. However, the competences that were considered very important for adult learning professionals, such as competences for empowering adult learners, dealing with heterogeneity in groups and identifying learning needs (A6, A7 and B1) are not very much supported by either literature or job descriptions. This flags up the need for further improvements of job descriptions and the description of competences in the sector. Also, it is noticeable that some generic competences, being responsible for the further development of adult learning for instance, are not often explicitly described in job descriptions. This indicates here, too, an opening for further improvement.

Representation of competences in educational programmes studied

Throughout Europe there is a wide variety of educational programmes. These programmes differ with regard to duration, aim, target group and theme addressed in the programme. A distinction can be made between bachelor/master programmes and certificate programmes. The first serve mainly students while the latter are more often targeted at practitioners in the field.

Overall, in comparison with the set of key competences, the educational programmes focus more on didactical and methodological competences. Interpersonal competences, competences in self-reflection and competences in team work, collaboration with colleagues and external networking are given attention in less than half of the programmes. However, one can expect that, for example, competences in critical thinking and self-reflection are not described as such in bachelor and master programmes because they are considered to be general academic competences that students are assumed to acquire during their studies. The same can be said about communication and interpersonal competences. Short educational programmes tend to focus more on a restricted set of competences, not offering a full set of competences needed for working in the adult learning sector. Programmes can focus on course development, organisational tasks, guidance tasks and more academic competences.

6.3   What instruments can be used for transferring the key competences?

Developing a set of key competences is one thing, but making sure that this set is used for further developing policies in the field of adult learning and improving the quality of provision is another. Member States, sector and institutions are free to make use of the set of key competences to increase the quality of provision. The identified competences may serve as a base, or rather a frame of reference for improvement or change of existing adult learning practices in a variety of ways. In this respect it is also important to mention that not all policy implications apply equally to all countries included in this study. In some cases policy directions are already in place, while for others there may be less relevance due to different learning cultures, government structures or regulations. Besides, interesting initiatives from one country cannot automatically be replicated in another country.

In total 19 different instruments have been described for which the set of key competences can be used to improve the quality of staff in the adult learning sector. The set of key competences is applicable for many groups and stakeholders playing a role in policy making and implementation processes. In this study six groups of stakeholders were identified that can take concrete actions to improve the quality of staff through making use of the defined set of competences.

Many instruments can be used on different levels. This is illustrated by the table provided here below (6.1). In the left column the instruments have been included and on the right side the different levels of stakeholders are presented. The boxes that are coloured orange indicate on which stakeholder level a particular instrument can be used.

Table 6.1   Instruments and stakeholders

#	Instruments	Professionals	Employers	Training providers	Sector	National	European
1	Self assessment and evaluation	X					
2	Selection of training courses	X					
3	Action research and action learning	X					
4	Network of professionals	X	X	X	X	X	X
5	Professional associations	X	X	X	X	X	X
6	Peer learning	X	X				
7	Labour agreements	X	X		X	X	
8	Development of qualification structures		X		X	X	
9	Development of educational programmes		X	X			
10	Probation/induction of new staff		X				
11	Assessment of competences	X	X	X	X		
12	Continuous professional development	X	X	X	X		
13	Implementing institutional self evaluation		X				
14	Developing institutional accreditation criteria		X		X	X	
15	Implementing benchmarks and external evaluation		X	X	X	X	X
16	Developing quality certificates and standards		X		X	X	
17	Legislation or sector agreements				X	X	
18	National and European Qualifications Frameworks (NQF and EQF)					X	X
19	European tools (ECTS, ECVET, and EQAVET)					X	X

Source: Research voor Beleid

In general, most instruments can be implemented at the employer level. These instruments range from establishing networks of professionals to institutional self-evaluation. The employers of adult learning professionals therefore play a key role in enhancing the quality of (their) staff. Furthermore, some instruments involve all or almost all levels of stakeholders, such as establishing networks of professionals and developing quality certificates and standards?. Therefore, these instruments call for more overall coordination and alignment of initiatives to increase the quality of staff.

On an European level the set of key competences can be combined with European tools such as the **EQF**, **ECTS**, **ECVET and EQARF/EQAVET**. Special attention needs to be given to the Grundtvig programme. Within the European **Grundtvig programme** a large amount of training courses for adult learning professionals have been developed and offered. These

courses last at least 5 days, have a strong European focus and include more informal training such as a placement, observation periods, job shadowing, teaching visits and exchanges. The set of key competences can be used to cluster the training courses provided within the Grundtvig programme, to compare them and to identify blank spots. The clustering of training courses could help adult learning professionals find an in-service training activity within the 'decentralised actions' of Grundtvig that satisfies a need for developing specific competences. In cases of blank spots, initiatives can be developed within the centralised actions of Grundtvig to support the development and implementation of European Cooperation Projects, Grundtvig Training Courses, Grundtvig Networks and Thematic Seminars and relevant Accompanying Measures, many of which are partially or predominantly devoted to the training of adult learning staff. Future calls for proposals within the Grundtvig programme could encourage project organisers to use the set of key competences when developing projects or in-service training courses. This could take place by, for example, developing modules and courses around some of the identified competences.

6.4   Recommendations

The study identified various ways in which the set of key competences can be used by different stakeholders. It is up to stakeholders how to use the set of key competences and for what purpose. During the final phase of the study the research team noticed that there is a momentum to embed the set of key competences in policy making on different levels. Different stakeholders from various Member States expressed their interest in the set of key competences to open the debate on key competences in their country and sector.

To support the stakeholders, a concrete dissemination strategy should be developed in order to bring the set of key competences into the public domain for use in practice. The dissemination should be followed by mainstreaming the set of key competences in regular policies. Member States should encourage stakeholders to use the set of key competences in developing policy and monitor the progress made.

On the basis of the outcomes of this study the research team proposes the following actions to bring the set of key competences further and to help developing the competences of adult learning professionals in the Member States.

On European level and within the Member States it is recommended to:

1) distribute the set of key competences to stakeholders to open the debate on the competences required by adult learning professionals. This can be done by distributing leaflets, developing websites, organising conferences, appointing ambassadors and making reference to the set of key competences in policy documents.

The outcomes of this make clear that all stakeholders are involved in increasing the quality of adult learning provision. Therefore, all stakeholders need to be informed about this proposed set of key competences and discuss the set within the specific context in which they work.

2) Monitor the progress made in implementing the set of key competences and collect information on the feedback provided by stakeholders at all levels and in all sectors. By this the feasibility and desirability of using a common set of key competences can be assessed. The views of institutions providing education programmes for people working in the adult learning sector should in particular be solicited.

The set of key competences can be used on a voluntary basis. It is therefore important to know whether it is feasible an desirable to make use of the set of key competences and under what conditions and in what way stakeholders will use the common set of key competences. During the study the research team noticed that there is clearly a momentum for using the set of key competences but the feasibility and desirability might differ from country to country and from sector to sector.

3) research possible overlap, similarities and differences between the proposed set of key competences and existing national/sector/institutional frameworks in order to take the idea of a profession/professional in this sector a stage further.

The set of key competences is developed on the basis of existing practice across Europe. It contains elements that are included as well in other national/ sector/institutional competence profiles. Mapping the overlap, similarities and differences with existing practices opens the discussion on what competences are desired, required or demanded in the Member States. Furthermore, it makes the existing practices more comparable with other practices in Europe.

4) coordinate the mapping and feedback exercise and report the findings to an international coordinator (European Commission).

It is important that one organisation, preferably the European Commission, feels responsible for the process of further developing and bringing this set of key competences into common use, instead of dropping this set of key competences as a stand-alone product. It is therefore important that an international coordinator collects views and feedback on the common set of key competences from the Member States. Also, reasons why Member States do not use the set, or why the debate on key competences did not came off the ground, should be examined and feed back into a process of further developing it.

5) identify good practices in making use of the set of key competences and disseminate them across Member States and associated countries.

Identifying good practices and disseminating them can stimulate others to use the key competences as well. The international coordinator, responsible for the monitoring of the ways the set of key competences is used, will study best practices and disseminate the outcomes of the best practices. This can be done by bringing people from different countries together, creating leaflets or by developing dedicated websites.

6) create a network of practitioners. Similar initiatives (with regard to the use of the competences set, the sector in which it is used and the stakeholders involved)

should be linked to each other to create Communities of Practice and to exchange ideas.

Feedback, views and opinions will vary between countries, but they may even more vary across different sectors. On the other hand, the views within one specific sector in different countries might show overlap. It is therefore important to bring together people working in similar contexts, with similar views and similar problems in Communities of Practice.

In order for the Member States to follow these recommendations, it is recommended that the European Commission facilitates these actions by:

7) offering financial support for testing the set of key competences in different contexts and for developing and mapping training courses in relation to the set of key competences, for instance through the Grundtvig programme.

Setting up Communities of Practice, developing training programmes in relation to the set of key competences, exchanging views, testing the set of key competences within different contexts across different sectors, call for structures and financial means to make that possible. The results of project funded by the Grundtvig programme for instance, should be disseminated to a broader public.

8) increasing transparency in the different contexts in Europe in which adult learning professionals work. This should be done on the basis of further research on developing a typology of contexts.

The set of key competences is developed by abstracting the common elements from the context in which professionals work and their activities. In order to be used by specific sectors and for specific purposes, it should be brought into the context in which professionals work. However, a clear typology of contexts in which adult learning professionals work does not exist. By developing a typology as such, the demarcation, transparency and comparability of the adult learning sector as a whole will increase, which affects the professionalisation of adult learning professionals in general.

7   The research team and experts consulted

Research team

The research team consists of researchers from Research voor Beleid and three universities:

- Bert-Jan Buiskool (RvB, project leader)
- Simon Broek (RvB, researcher)
- Jaap van Lakerveld (University of Leiden, expert)
- Michael Osborne, (University of Glasgow, expert)
- George Zarifis (University of Thessaloniki, expert)

For more information on Research voor Beleid we would like to refer to www.research.nl .

Participants at the expert meeting

The research team organised an expert meeting (August 24-25 2009 in Zoetermeer, the Netherlands) for which a select number of adult learning experts all over Europe have been invited. In this expert workshop not only academic experts participated, but also providers and practitioners were involved. The experts participated in the workshop are listed in the following table (7.1).

Table 7.1   Experts participated in the expert meeting in Zoetermeer

Name	Institute	Country
Larissa Jogi	Talinn University	Estonia
Brid Connolly	National University of Ireland	Ireland
Inge de Win	Director second change education Antwerpen	Belgium
Marcella Milana	Danish school of Education, University of Aarhus	Denmark
Prof. Anja Heikki-nen	University of Tampere	Finland
Alexandre Méliva	CEREQ	France
Paula Guimaraes	University of Minho	Portugal
Anne Strauch	DIE	Germany
Ulrike Ladwig	Volkhochschule Bochum	Germany
Barry Hake	Eurolearn	The Netherlands
Klytos Symeonides	Cyprus Adult Education Association	Cyprus

Consultation round during the assessment phase

During the regional meetings and academic conferences the research team presented the set of key competences for a group of approximately 400 stakeholders and received feed-back from participants during these meetings. After the meetings and conferences the following stakeholders have been asked to deliver more in-depth feedback:

Table 7.2   Interviewed stakeholders

Name	Position	Country
Inge de Win	Director Second Chance School in Antwerp, Belgium. This school developed for every position a profile.	Belgium
Maria Todorova	Works at CEDEFOP and has a scientific background.	Bulgaria
Branko Dijanosic	Provider of train the trainer programmes and an educator of trainers in Croatia	Croatia
Maria Marquard	She is national Danish coordinator of the Nordic network of Folkuniversities and is involved in studies on competences for adult educators.	Denmark
Christian Kloyber	Works as scientific-pedagogic expert at BIFEB (Austria). He has been involved in the development of the model used by the Weiterbildungsakademie to further educate adult educators. Also he provides courses in the WBA.	Austria
Ana Cristina Paulo	She is responsible for the Qualification Centre for VET Trainers in the IEFP Portugal. At the moment she is coordinating a study on developing competence profiles for VET-trainers.	Portugal

Source: Research voor Beleid

Contact persons for the European Commission:
Martina NI-Cheallaigh
Marijke Dashorst
European Commission
Directorate General for Education and Culture
Directorate B- Lifelong learning: Policy and Programmes
Unit B4 –Adult education, Grundtvig

8   Sources

8.1   Literature used:

Apple, M.W. (1979), Ideology and curriculum. London: Routledge

Apps, Jerold W. (1981) The Adult Learner on Campus. Chicago: Follet Publishing Co. - Though some of the material may be dated, this book contains many useful examples of exemplary practices.

Argyris, C. (1999) On organizational learning, Oxford: Blackwell.

Ashakanasy, N. M. Wilderon, C. P. M. Peterson, M. F. (2000) (eds) Organizational culture and climate, London: Sage.

Association for the Professional Quality of Teachers, SBL (2004) Competence requirements teachers.

Bechtel, Mark (2008), Competence Profiles for Adult and Continuing Education Staff in Europe: Some Conceptual Aspects, in: *Qualifying adult learning professionals in Europe*, (Bielefelt).

Benavot, A. (2002), Curricular content and (desirable) societal outcomes: perspectives and questions from comparative educational research. Prospects (Dordrecht, Netherlands), vol. 32, n° 1, 2002.

Billington, Dorothy D. (2000), Seven characteristics of highly effective adult learning programmes, in: New Horizons for Learning, Seattle.

Birkenholz, Robert J. (1999). Effective Adult Learning. Danville, Illinois: Interstate Publishers, Inc.

Böhm, J. (2009) Competence Pass for Adult Educators - a new Approach, Bonn: German Institute for Adult Education. Paper presented at Teachers and Trainers in Adult Education and Lifelong Learning - Professional Development in Asia and Europe 29-30 June 2009 in Bergisch Gladbach, Germany,

Brookfield, S. D. (1988) (ed) Training educators of adults, London: Routledge.

Brookfield, S. D. (2006) The skillful teacher: on technique, trust, and responsiveness in the classroom, San Francisco: Jossey Bass.

Brookfield, Stephen (1992). Why Can't I Get this Right? Myths and Realities in Facilitating Adult Learning. Adult Learning.

Brookfield, Stephen D. (1986). Understanding and Facilitating Adult Learning, Jossey-Bass Publishers, San Francisco,

Brown S and Glasner A (eds) (1999) : Assessment matters in higher education: choosing and using diverse approaches / edited by, Buckingham : Society for Research into Higher Education & Open University Press

Buiskool, Bert-Jan, Jaap van Lakerveld and Simon Broek (2009), Educators at Work in two Sectors of Adult and Vocational Education: an overview of two European Research projects, in: European Journal of Education, volume 44, number 2, June, pp. 145-162.

Bundesministerium für Bildung und Forschung (2009), Zukunft (der) Weiterbildung. Vorschläge und Expertisen.

Carr, W. & Kemmis, S. (1986) Becoming Critical. Education, knowledge and action research, Lewes: Falmer Press

Cedefop (2008), Terminology of European education and training policy

Cedefop (2009), Competence framework for VET professionals

Cedefop (2009), Professionalising career guidance, Practitioner competences and qualification routes in Europe.

Collins, M. (1991) Adult education as vocation: a critical role for the adult educator, London: Routledge.

Cornbleth, C. (1990) Curriculum in Context, Basingstoke: Falmer Press.

Cranton, Patricia. (1996). Professional Development as Transformative Learning. San Francisco: Jossey-Bass.

Cropley, A. J. (1977) Lifelong education: a psychological analysis, Oxford: Pergamon Press.

Cruikshank, Donald R., Deborah L. Bainer, Kim K. Metcalf. (1995). The Act of Teaching. New York: McGraw-Hill, Inc.

Curzon, L. B. (1985) Teaching in Further Education. An outline of principles and practice 3e, London: Cassell.

Dixon, Nancy M., (1994) The Organizational Learning Cycle: How We Can Learn Collectively. McGraw-Hill Book Co., London.

Dunn, Lee, (2002) Selecting methods of assessment, First published in 2000 on the OCSLD website at: http://www. brookes.ac.uk/ services/ocsd/ 2_learntch/ methods.html

EAEA (2006) Adult Education Trends and Issues in Europe. Restricted tender No EAC / 43 /05.

EAEA (2006), The Common European Adult Learning Framework.

Edwards, Richard and Robin Usher. (1996). University Adult Education in the Postmodern Moment: Trends and Challenges. Adult Education Quarterly, Vol.47, No.1.

ETUCE (2008), Teacher education in Europe: a ETUCE policy paper.

European Commission (2000), Commission staff working paper, A Memorandum on Lifelong Learning,

European Commission (2001) The Commission's Communication, Making a European Area of Lifelong Learning a Reality

European Commission (2003), Common European Principles for Teacher Competences and Qualifications

European Commission (2006a) Modernising education and training: a vital contribution to prosperity and social cohesion in Europe — 2006 Joint Interim Report of the Council and the Commission on progress under the Education & Training 2010 work programme (Brussels, European Commission).

European Commission (2006b) Communication from the Commission Adult learning: It is never too late to learn (Brussels, European Commission).

European Commission (2007) Communication Action Plan on Adult learning: It is always a good time to learn (Brussels, European Commission).

European Commission (2007), Improving the Quality of Teacher Education.

European Commission and European Council (2006), Modernising education and training: a vital contribution to prosperity and social cohesion in Europe, Joint Interim Report of the Council and the Commission on progress under the Education & Training 2010 work programme.

European Council (2002), Resolution on lifelong learning.

European Council (2007), Conclusions of the Council and of the Representatives of the Governments of the Member States, meeting within the Council, on improving the quality of teacher education.

European Coucil and European Parliament (2008), Recommendations of the European Parliament and of the Council of 23 April 2008 on the establishment of the European Qualifications Framework for lifelong learning.

European Council (2009), Conclusions on the professional development of teachers and school leaders, November 2009.

Eurydice (2007) NVAL in Europe, Executive Summary of National Information on Eurybase. Working Document.

Faulstich, P./Schiersmann, Chr. (1999): Wissensaneignung durch Mediennutzung in der Erwachsenenbildung. In: Gogolin, I./Lenzen, D. (Hrsg.): Medien-Generation. Opladen, 363 -369

Federighi, P. (2008) Policy measures for regional governance — an activity for adult educators, in: S. Lattke & E. Nuisll (Eds) Qualifying Adult Learning Professionals in Europe (Bielefeld, W Bertelsmann) pp. 75–86.

Fordham, Paul and John Fox (1989), Training the adult educator as professional, in: International Review of Education/Internationale Zeitschrift für Erziehungswissenschaft/Revue internationale l'éducation, Volume 35, Number 2 / June, 1989

Frost, D. Edwards, A. Reynolds, H. (eds) (1995) Careers Education and Guidance, London: Kogan Page.

Grabowski, S. & associates (1981) Preparing educators of adults, San Francisco: Jossey Bass.

Hager, P. Halliday, J. (2006) Recovering informal learning: wisdom, judgement and community, Dordrecht: Springer.

Hart, Lois B. (1991) Training Methods That Work: A Handbook for Trainers. Menlo Park, CA, USA: Course Technology Crisp.

Havighurst, Robert. (1953) Human Development and Education New York: David McKay Company. - The "teachable moment"!

Henkel, M. (2002) Emerging concepts of Academic Leadership and their implications for Intra-Institutional Roles and Relationships in Higher Education.[1] European Journal of Education, Vol. 37, No 1.

Hinett, K., and Thomas, J (1999) Staff Guide to Self and Peer Assessment. Oxford Centre for Staff and Learning Development.

Illeris, K. (2004) Adult education and adult learning, Malabar: Krieger.

Imel, Susan. (1995). Inclusive Adult Learning Environments. ERIC Clearinghouse, Digest No. 162 [http://ericacve.org/docs/adt-lrng.htm].

Jääger, Tiina, John Irons (2006) AGADE, Towards Becoming a Good Adult Educator: http://www.nordvux.net/object/1453/agadeagoodadulteducatorineurope.htm

Kagan S., & Kagan M. (1992). Advanced Cooperative Learning: Playing with Elements. San Juan Capistrano, CA: Kagan Cooperative Learning.

Kagan Spencer. (1992). Cooperative Learning. San Juan Capistrano, CA: Kagan Cooperative Learning.

Kelly, Micheal, Michael Grenfell, Rebecca Allan, Christine Kriza and William McEvoy (2004) European profile for language teacher education- a Frame of Reference: http://ec.europa.eu/education/languages/pdf/doc479_en.pdf

Kerka, Sandra, (1995), Adult Learner Retention Revisited. ERIC: http://ericacve.org/docs/retain.htm

Klevins, C. (1987) Materials and methods in adult and continuing education, Los Angeles: Klevens publications Inc.

Knight, P (1995) Assessment for Learning in Higher Education. Kogan Page, London.

Knowles, Malcolm. (1980). The Modern Practice of Adult Education: From Pedagogy to Andragogy. New Jersey: Cambridge/Prentice Hall Regents.

Knox, A. B. & associates (1980) Developing, administering and evaluating adult education, San Francisco: Jossey Bass.

Kraft, S. (2006) Aufgaben und Tätigkeiten von Weiterbildner/inne/n — Herausforderungen und Perspektiven einer weiteren Professionalisierung in derWeiterbildung. http://www.die-bonn.de/esprid/dokumente/doc-2006/kraft06_02.pdf

Küchler, Felicitas von, (2007), Summary Survey on the Administrative Support Staff in Adult Education in Germany.

Kuh, George D., C. Robert Pace, and Nick Vesper, The Development of Process Indicators to Estimate Student Gains Associated with Good Practices in Undergraduate Education. Research in Higher Education: Vol. 38, No. 4, 1997

LLUK, New overarching professional standards for teachers, tutors and trainers in the lifelong learning sector: http://www.lluk.org/documents/professional_standards_for_itts_020107.pdf

Longworth, N. Davies, W. K. (1996) Lifelong learning: new vision, new implications, new roles for people, organizations, nations and communities in the 21st century, London: Kogan Page.

Merriam, Sharan B. and Rosemary S. Caffarella, Learning in Adulthood. Jossey-Bass, San Francisco, 1991.

National Centre for Guidance in Education Ireland (1998), Guidance in Adult and Continuing Education.

Nightingale, P. et al. (1996). Assessing Learning in Universities. Sydney: University of New South Wales Press.

Nuissl, E. (2008) Stability and change, in: S.Lattke & E.Nuissl (Eds) Qualifying adult learning professionals in Europe (Bielefeld, W. Bertelsmann) pp. 87–100.

OECD (2003, Beyond Rhetoric: Adult Learning Policies and Practices

Przybylska, E. (2008) Pathways to becoming an adult education professional in Europe, in: S. Lattke & E. Nuissl (Eds) Qualifying adult learning professionals in Europe (Bielefeld, W Bertelsmann) pp. 101–108.

Reinsmith, William A., Two Great Professors: Formidable Intellects with Affection for Adults. College Teaching: Vol. 42, No. 4, Fall 1994

Reisinger, Karin , Anita Eichinger (2008), Qualifiziert für die Erwachsenenbildung? Professionalität in der Diskussion, in: MAGAZIn erwachsenenbildung.at, nr.4, Juni 2008.

Research Voor Beleid & Plato (2008a) Adult Leaning Professions in Europe, a Study on Current Situation, Trends and Issues, final report (Zoetermeer).

Research Voor Beleid & Plato (2008b) Country Reports drawn up in the Context of the Study on Adult Learning Professions in Europe: a study on current situation, trends and issues (Zoetermeer).

Research Voor Beleid & Plato(2006); Developing local learning centres and learning partnerships as part of Member States targets for reaching the Lisbon goals in the field of education and training: a study of the current situation

Rothwell, William J. and John E. Lindholm (1999), Competency identification, modelling and assessment in the USA, International Journal of Training and Development 3:2 1999

Scambor, Elli; et al (2008), GemTrex, "Professionalising gender trainers and experts in Adult education" Grundtvig-G1.

Schiersmann, Christiane, B, Alexander Dauner, Peter C, Weber, (2009), Qualität und Professionalität in der Bildungs- und Berufsberatung, in: BMBF (2009), Zukunft (der) Weiterbildung, pp. 143-159.

Shaw V. (1992). Community Building in the Classroom. San Juan Capistrano, CA: Kagan Cooperative Learning.

Sherman R., Tibbetts J., Dobbins D., Weidler D. (2001) Management Competencies and Sample Indicators for the Improvement of Adult Education Programs. Washington D.C.: U.S. Department of Education, Division of Adult Education and Literacy.

Sherman, R., Dobbins, D., Tibbetts, J., Crocker, J. and Dlott, M (2002a) Management Competencies Assessment Instrument. Washington D.C.: U.S. Department of Education, Division of Adult Education and Literacy.

Sherman, R., Tibbetts, J., Woodruff, D., and Weidler, D. (1999) Instructor competencies and performance indicators for the improvement of adult education programs. Washington D.C.: U.S. Department of Education, Division of Adult Education and Literacy.

Sitler, Helen Collins, The Spaced Lecture, College Teaching, Vol. 45, No. 3, Summer 1997.

Sleurs, W. et al. (2006) Leonardo Da Vinci Report Project Report 'Competent-Sys-Trainer': Steps towards a better integration of a competence-based management system for trainers into human resources systems, Brussels: Radom.

Spool, Jared M., Tara Scanlon, Will Schroeder, Carolyn Snyder, Terri DeAngelo. (1997). Web Site Usability. North Andover, MA: User Interface Engineering.

Stephen Adam (2003) Report of the Conference on Qualification Structures in European Higher Education. København, March 27–28, 2003.

Taba, H. (1962) Curriculum Development: Theory and practice, New York: Harcourt Brace and World.

Tennant, Mark and Philip Pogson, Learning and Change in the Adult Years: A Developmental Perspec-
tive (Chapters 1-3). Jossey-Bass Publishers, San Francisco,

Tice, Elizabeth T., Educating Adults: A Matter of Balance. Adult Learning, Vol.9, No. 1, Fall 1997.

Tough, A. M., The Adult's Learning Projects: A Fresh Approach to Theory and Practice in Adult Learn-
ing. Ontario Institute for Studies in Education, Toronto, 1979.

Trainers network (2009),Assuring world class competencies for trainers:
http://www.trainersnetwork.ie/tnfullrep.pdf

Turoczy, Cheryl, Question Well to Teach Well. Adult Learning, Vol.8, #5 & 6, p.22.

Tyler, R. W. (1949) Basic Principles of Curriculum and Instruction, Chicago: University of Chicago
Press.

UNESCO (2003), Strengthening the Training of Adult Educators, Learning from an Inter-regional Ex-
change of Experience

Usher, R. & I. Bryant (1989) Adult Education as Theory, Practice and Research. The captive triangle,
London: Routledge.

Van Dellen & Van Der Kamp (2008) Work domains and competences of the European adult and con-
tinuing educator, in: S. Lattke & E. Nuissl (Ed) Qualifying Adult Learning Professionals in Europe
(Bielefeld, W Bertelsmann).

Vella, Jane. (1994)Learning to Listen, Learning to Teach: The Power of Dialogue in Educating Adults
San Francisco: Jossey-Bass, Inc.

Weimer, M. (2002) Learner-centered teaching: five key changes to practice, San Francisco: Jossey
Bass.

Wright, John C., Susan Millar, Steve Kosciuk, Debra Penberthy, Does Active Learning Cause Credible
Differences in Student Competence? Focus on Calculus: Issue No. 13, Fall 1997.

8.2   Job profiles studied:

Table 8.1   Job descriptions studied

	Country	Institution	description	Brief description of the structure or the structures for which the relevant job profile applies	Name of the position for this profile	Description of the function and relevant tasks
1	UK	Sector Skills Council , Lifelong Learning UK	National standard	National Professional values for teachers throughout the UK	Teacher roles: LLUK research has identified two distinct teacher roles in the sector beyond the 'Preparing to Teach' initial award: a role which contains limited teaching responsibilities and a role which represents the full range of responsibilities performed by those who are expected to attain the status of Qualified Teacher, Learning and Skills (QTLS).	- All learners, their progress and development, their learning goals and aspirations and the experience they bring to their learning. - Learning, its potential to benefit people emotionally, intellectually, socially and economically, and its contribution to community sustainability. - Equality, diversity and inclusion in relation to learners, the workforce, and the community. - Reflection and evaluation of their own practice and their continuing professional. - development as teachers. - Collaboration with other individuals, groups and/or organisations with a legitimate interest in the progress and development of learners. - The application of agreed codes of practice and the maintenance of a safe environment. - Improving the quality of their practice.

2	Belgium	Second Chance Education CVO Antwerpen vzw Belgium	Teacher in general, technical and practical course	The Second Chance Education CVO Antwerpen vzw gives adults with an unfinished schooling in secondary education, the possibility to continue their secondary schooling. The Second Chance Education is part of the lifelong learning framework in Belgium. The aim is to give opportunities for low-educated adults for further learning.	Teacher in general, technical and practical courses	On the bases for the curriculum and in accordance to the mission / vision / mission of the center, the teacher will teach, prepare, implement, evaluate and adjust courses.
						Main tasks:
						  Planning and preparation of teaching
						  Teaching
						  Guidance of learners
						  Evaluation of students and self
						  Participation
						  Consultation and cooperation
						  Administrative tasks
						  Continuing education
						  Guidance of trainees and new teachers
						  Relationships with companies / organisations and partner schools

	Country	Institution	description	Brief description of the structure or the structures for which the relevant job profile applies	Name of the position for this profile	Description of the function and relevant tasks
3	Belgium	Vormingplus Oost Brabant	teacher at a Folk university	Vormingplus is a regional folk university. The folk university has four regional assignments: 1) organising an educational programme for adults, 2) cooperating with other organisations as to coordinate the educational offer in the region, 3) taking care of a good regional spread of education and 4) advertising the educational offers in the complete region.	Educational staff and external communication: it concerns a coordinating position rather than a position factual providing training and educational courses.	- The teacher holds a collective responsibility together with colleagues to guarantee the educational offer of the organisation. - She/he develops, guides and evaluates educational programmes and projects - Monitors the demand in the socio-cultural field - Cooperates with stakeholders - Detect opportunities and needs of adult education in the region - Tries to find funding for projects - Represents Vormingplus and establishes relations with stakeholders - Tries to reach disadvantaged groups - Works in teams - Is responsible for the course material and course information
4	Estonia	Professional standard adult educator	National standard including 5 levels of adult educator	Professional standard adult educator	The professional qualification of adult educator / andragogue could be applied by a person of any profession or vocation who teaches and/or mentors adult people as a tutor or mentor. The person could teach in adult gymnasium, in the institution of vocational education (inc. courses for adults), in continuing education centre of an institution of higher education or university, in consultation or training company, centre of popular adult education, training unit of an institution or enterprise. The official title of the adult educator could be adult teacher, lecturer, supervisor, trainer, consultant. The competences are described that are identified at Adult Educator/ andragogue II: Supports adult people in obtaining knowledge and skills.	Preparing and conducting adult training: 1) Making the learning process purposeful; 2) Conducting the learning process and assessing the results; 3) Developing the learning environment; 4) Choosing learning methods and preparing study materials; 5) Conducting training in foreign language

	Country	Institution	description	Brief description of the structure or the structures for which the relevant job profile applies	Name of the position for this profile	Description of the function and relevant tasks
5	Greece	Inter-Balkan Institute for Public Administration is a Continuing Professional Training organization based in Greece	Instructor of school head teachers on issues of educational administration and school leadership	Inter-Balkan Institute for Public Administration is a Continuing Professional Training organization based in Greece	Instructor of school head teachers on issues of educational administration and school leadership	Teaching and lecturing
6	Lithuania	Department of Education (at the Faculty of Social Sciences) at Vytautas Magnus University	Teaching staff (assoc. prof. – academic faculty staff)	The department of Education (at the Faculty of Social Sciences) at Vytautas Magnus University works in the field of adult education, and vocational education as well as ensuring the quality of studies and educational management. Adult education is one of the priorities in this department and applied research is dedicated for that. The master degree study program 'Management of Education' is being implemented by the Department. The program has 4 sub-themes of which one is called Management of Adult education (30 students are enrolled in the program). As for Bachelor studies, there are at the moment more than 200 students are enrolled in study program 'Management of Educational Services' (Adult Education) and more than 90 have already graduated in 2006, 2007, and in 2008.	Teaching staff (assoc. prof. – academic faculty staff)	Teaching; organizing the study programme "Management of Educational services" (undergraduate), organizing Erasmus exchange at the Department of Education; engage in project activities (both related to contents and managerial issues, such as proposal development).
7	Portugal	Byweb (training company)	Pedagogic Coordinator	Byweb (training company) and Association VIDA (non-formal and informal	Mainly pedagogic coordinator for training courses and sometimes trainer.	As Pedagogic Coordinator: To be attentive to lifelong learning trends (based on policies, national

	Country	Institution	description	Brief description of the structure or the structures for which the relevant job profile applies	Name of the position for this profile	Description of the function and relevant tasks
		and Association VIDA (non-formal and informal training).	for training Courses, most of the time and trainer sometimes.	training). Answers are provided based on the experience under non-formal training. This is a Training company that provide non-formal training, addressed to adults from 23 years old up to 55 years (although no maximum age is established, usually older people do not attend)		statistics and studies); develop learning needs diagnosis (near other SME's, unemployment structures or trough internet – to general public); draw a first plan for training that is later re-shaped by each one of the trainers (usually we provide module courses). The content and the methodologies can be adjusted to the trainees, however not much since most of the ESF granted training do not allow the training promoter to change the original plan: oversee the next steps in the training process (operative responsibility of these tasks belong to technical personal); select participants to the training course (first by analyzing CVs and later, if needed, by interviewing); oversee the normal function of training sessions; be able to solve conflicts etc. Another important task is the middle term, final and long-term evaluation of the courses that must be defined according to a set of mandatory items as well as including inputs from the trainers. Evaluation is made near the trainees to asses their opinion regarding the trainers and overall organization of the Course. It is also made near the trainers to evaluate trainers and overall conditions of the course.
8	Romania	'Philean' is a private company, providing continuous non-formal training courses	Trainer	'Philean' is a private company, providing continuous non-formal training courses (both authorized and non-authorised courses, according to the law for adult training and education in Romania)	Trainer	Main tasks: • Course design (content, structure, curriculum) • Course development • Course delivery • Course evaluation
9	Portugal	Lopes Garcia Consultores, Lda is a private corporation	Adult Education and Training Co-ordinator	Lopes Garcia Consultores, Lda is a private corporation working as an operator of training and education programs for adults initiating or continuing their own professional competences.	Adult Education and Training Coordinator	Project planning, programme development and evaluation.
10	France	Several institutions, includ-	Trainer of adults	– Organisation of initial/continuing professional training	Responsible for Training Actions This is a specific vocational title ob-	Teaching, Evaluation and control of learning

	Country	Institution	description	Brief description of the structure or the structures for which the relevant job profile applies	Name of the position for this profile	Description of the function and relevant tasks
		ing Organisations of initial/continuing professional training, Organisation of continuing educating of adults etc.		– Organisation of continuing educating of adults – Organisation for the lifelong education – Department of human resources in a big firm – Organisation of working class education – Organisation of struggle against illiteracy	tained with a university training of Responsible of Training Action (DUFRES), which prepares to a university certificate (level BAC+4)	
11	France	Several institutions, including Organisations of initial/continuing professional training, Organisation of continuing educating of adults etc.	Responsible of Training Actions	– Organisations of initial/continuing professional training – Organisation of continuing educating of adults – Organisation for the lifelong education – Department of HRM in a big firm – Organisation of working class education – Organisation of struggle against illiteracy		Teaching – Programme planning – Evaluation and control of learning, training device or programme – Engineering of training project, sequences and device – Responsibility and coordination of a trainers' team
12	Cyprus	Open university departments; In-service training centers; Teacher training centers; Human resource development departments; University departments.	Tutor; Instructor; Educator; Teacher; Critical friend; Colleague; Evaluator; Lecturer.	Open university departments; In-service training centers; Teacher training centers; Human resource development departments; University departments.	Tutor; Instructor; Educator; Teacher; Critical friend; Colleague; Evaluator; Lecturer.	Administering; Managing; Instructing; Teaching; Leading; Assessing; Planning; Learning; Sharing; Encouraging; Motivating; Organizing; Decision making.

	Country	Institution	description	Brief description of the structure or the structures for which the relevant job profile applies	Name of the position for this profile	Description of the function and relevant tasks
13	Cyprus	University Departments; Human Resource Development Departments; Schools; Job Centers; Companies; Private sector.	Counsellor; Psychologist; Guide; Tutor.	University Departments; Human Resource Development Departments; Schools; Job Centers; Companies; Private sector.	Counsellor; Psychologist; Guide; Tutor.	Guiding; Advising; Motivating; Encouraging; Orientating.
14	Netherlands	ISBW Education and training	Freelance teacher Communication	ISBW is a dynamic organisation. The freelance teacher will work with 65 colleagues and 500 other freelancers, all enthusiastic and highly educated people with a lot of expertise on education and training.	Freelance teacher communication	ISBW is looking for freelance teachers to provide courses in the field of communication on different locations in the Netherlands. The courses will be provided on different levels including higher education level.
15	Netherlands	Folk high school Rotterdam	Dutch as second language	The folk university provides courses at all levels and is accessible for all people.	Teacher of Dutch as a second language for immigrants	Delivering language courses for mostly disadvantages groups
16	Portugal	Educational: initial as well as continuing professional training	Teacher/trainer	Educational: initial as well as continuing professional training	Teacher/trainer	Teaching; researching; motivating
17	Portugal	Centros Novas Oportunidades (New Opportunities Centers)	Professional in recognition and validation of competencies (prior learning).	Centros Novas Oportunidades (New Opportunities Centers) aims to attend and guide adults in the process of getting accreditation of prior learning (academic and professional) based on a Referential of Key-Competencies (9th and 12th grade); support them to plan	Professional in recognition and validation of competencies (prior learning).	Supporting adults in individual and small group meetings to collect evidence on knowledge and competencies (acquired in previous life experiences), according to specific activities and methodologies (mainly biographical and based on life histories), in order to construct personal portfolios.

	Country	Institution	description	Brief description of the structure or the structures for which the relevant job profile applies	Name of the position for this profile	Description of the function and relevant tasks
				a project of personal and professional development; and to guide them to possibilities for completion of formal studies – educational guidance.		
18	Bulgaria	Educational and Continuing professional training	Trainer/tutor for supported distance learning (blended) learning	Educational and Continuing professional training	Trainer/tutor for supported distance learning (blended) learning	Training (tutoring); identify and support learners with learning difficulties; accommodate adult learners' multiple learning styles; develop of seminars content and learning materials for face to face workshops and e-learning discussions; use methods and tools for informal & formal assessment; design instructional plans; and individual learning plans
19	Greece	National Center of Vocational Guidance	Responsible of School and Professional Orientation / Counseling	The Counseling and Guidance Center support: -The Decision Making of young people from 12 to 25 years old concerning their planning of Studies and their professional life by offering them Information and Counseling Services. -The parents through meetings aiming at the promotion of their role as Career Counselors to their children. -The teachers who implement the school and vocational orientation in secondary schools, through continuing professional training (seminars).	Responsible of School and Professional Orientation	Counseling; Information material – dissemination; Training of teachers and parents, Programme planning and implementation
20	Ireland	Continuing Professional training	Trainer, Instructor, Evaluator, Human resource developer	Continuing Professional training	Trainer, Instructor, Evaluator, Human resource developer	Programme Planning and Development Programme Admin, Finance and Marketing Programme Delivery Assessment Certification Programme Evaluation and Review Quality Management
21	Sweden	Sensus study	Competent	We offer the innovative workplace,	Competent secondary school teacher /	Strengthen, enthuse and motivate participants in order to enable the

	Country	Institution	description	Brief description of the structure or the structures for which the relevant job profile applies	Name of the position for this profile	Description of the function and relevant tasks
		association	secondary school teacher / Coach	where people strengthen their skills, venture beyond their limits and move prospects into the future. Our pedagogy has sound basis in public education. In close cooperation with organizations and companies we have developed the ideas, methods and training. We are at the forefront with methods based on the human desire to experience, learn, create and develop. Everyone is unique and has equal value. All people have the ability to develop. Sensus provides the opportunity to grow. Open secondary school Open the high school is part of adult education in the Municipality of Norrköping. We are working with groups of 10 -15 students and lecture sessions are broken down to once a week. Other times students are studying independently or with educational support at school. Age and level of knowledge varies, and we meet each student where they are to stimulate development and to achieve course objectives. The Women's Project The Women's project aims at women aged 20-50 years who are unemployed. By enthuse, motivate and strengthen self-confidence of the participant, the goal is that the woman should be able	Coach	women to move forward in practice, work or study.

	Country	Institution	description	Brief description of the structure or the structures for which the relevant job profile applies	Name of the position for this profile	Description of the function and relevant tasks
				to move forward in practice, work or study.		
22	Sweden	Komvux (institution for adult education)	Teachers of Swedish as a second language	Komvux 1 is one of two units in the field of Education positioned within the Adult Education and Labour Market bureau. The units operates with a large extent of freedom within the framework of the municipality. The unit has about 25 employees and a strong focus on individual development and opportunities. Within the unit, education is offered in three kinds of schools: Swedish for immigrants (SFI), Swedish as a second language in basic and secondary level and Särvux (adult education for people with special needs).	In fall -09 we will offer a new course that combines Swedish as a second language, professional Swedish, and orientation courses, covering different orientations within the context of yrkesvux (adult education). The course is designed to raise competence in Swedish language in order to enhance the participant's abilities to work and to support themselves, as well to complete the course in order to access higher education. The mission requires a genuine interest in finding the pedagogical / methodological solutions necessary to support our participants in their knowledge development. The work involves both day and evening work.	MAIN TASKS -Teach and mentor participants in Swedish as a second language at a basic level - Close cooperation between colleagues, work consultants and student consultants - Actively participate in the organisations' development, through designing and documenting the methods of language support
23	Sweden	Linköpings municipality, Elsa Bränd-ström/Birgitta school organisation	Teachers in Swedish for immigrants	Elsa Brändström school carry out adult education at both basic and secondary level and SFI-training. The same unit also includes the gymnasium nursing program as well as Birgitta Vux (adult education) with a focus on health and care.	Teachers in Swedish for immigrants	Elsa Brändström school is looking for teachers in Swedish for immigrants, SFI, with a focus on Swedish language stage 1, and possibly even teaching in steps 2 and 3. You will be part of a team responsible for the effectiveness, quality and development of the organisation.
24	The Netherlands	Folk university Amsterdam	Teachers in various subjects	The Volksuniversiteit Amsterdam offers a big choice in courses, lectures and workshops for adults.	Teachers in various subjects	Deliverance of courses

Source: Research voor Beleid

8.3   Educational programmes studied:

Table 8.2   Educational programmes studied

	Country	Description	Position	Target group/conditions	Aim(s)	Dura-tion
1	Den-mark/UK/Spain etc.	The European Masters in Lifelong Learning	teacher	Admission may be granted to applicants who meet the following criteria: 1) A Bachelors or Masters degree with good marks from a recognised institution of higher education; 2) A high level of spoken and written English. IELTS 7.0 or TOEFL 650 (written paper test) / 280 (computer based test) / 100 (internet based test) is mandatory. Previous experience with English at any level is not sufficient documentation; 3) Relevant work experience in the area of policy and management in governmental, inter-governmental, non-governmental organisations, private enterprises and institution related to lifelong learning is valued; 4) An academic qualification essay based on research literature on any aspect of lifelong learning. The selection criteria include motivation, academic qualifications, language skills, research experience and professional experience.	This Masters is aimed to train professionals to design and develop educational and training strategies for Lifelong Learning. After completion the learner will be able to participate actively in the new developments and reforms taking place worldwide.	2 years full-time
2	Austria	WBA-certificate	teacher	The first certificate "Certified adult educator" is directed at persons working in the field of adult education. They should carry out tasks like teaching, advising, teaching responsibility, organizing, guiding or operate in libraries.	The required basic skills reflect the multi-functionality and wideness of the range of fields of action. WBA-certified adult educators must possess seven competencies, some of which are to be reviewed within the framework of the so-called certification workshop (with assessment and multiple-choice test).	30 ECTS
3	Austria	Master programme	teacher	Students of all subjects and all school types, childcare and social pedagogics but also students in continuous education with a diploma of at least 180 ECTS.	Students will deepen their knowledge in adult learning competences to educate adults. These competences include developing a reflective attitude towards theoretical models, the own experience and scientific research. The personal experience and familiarity with process-oriented learning stays at the centre of the programme.	120 ECTS
4	Austria	The wba-diploma Adult Educators	teacher	People, guiding groups of adults and teaching adults during their adult education, who want to deepen their understanding of adult learning and their competences in adult educa-	Graduated Adult Educators with specialisation "Learning/ group-guidance/training" are capable of developing and changing the educational offer of their organisation, taking into account clas-	30 ECTS on the basis of

	Country	Description	Position	Target group/conditions	Aim(s)	Dura-tion
		with speciali-sation "Learning/group-guidance/training"		tion. This on the basis of the WBA-certificate.	sical concept of learning and exchanging of content and also other concept like group-learning, guidance of educational and learning processes.	the WBA-Certifi-cate (30 ECTS)
5	Switzerland	SVEB 1: Cer-tificate	teacher	People who have expertise in their own field of study and who already have experience in conducting courses for adults.	The graduates of the module are able to transfer the andragogic orientation and qualification process of their educational institu-tion to their own courses. They are able to analyze their audi-ence, the aims of the course and the testing of the outcomes within a given timeframe. They are able to plan the teaching and learning according to the criteria of adult learners and are able to choose their methods. In the evaluations they take into account the relevant evaluation criteria. Given the situation, the increase of knowledge, the learning environment, and support possibilities for learners and management interventions the graduates are able to shape the relationships and level of inter-action between instructor and participants and between partici-pants (roles, conflict, contract, etc.). Finally they are able to reflect on their own behaviour and consider the consequences thereof.	13,5 ECTS
6	Switzerland	SVEB 3 (di-ploma)	teacher	Educational personnel working in institutes for continuing education who already obtained the SVEB 1 and 2 certificates.	For graduates who have obtained a higher vocational education degree. They can take up a responsible position within the field of continuous education.	54 ECTS
7	Ireland	The Open Learning Cen-tre at the Na-tional Univer-sity of Ire-land, Galway: Master of Arts in Adult Learning and Development	teacher	1. Academic: Candidates must have achieved an honours grade in the Bachelor of Arts Degree in Training and Educa-tion or its equivalent. 2. Technological: Candidates should have computer profi-ciency. 3. Experiential: Candidates must possess a minimum of three years' experience in training and education or other relevant experience. Candidates for entry may be required to attend for interview prior to being offered a place on the programme. The number	The Masters Degree in Adult Learning and Development pro-gramme aims to provide an intellectually challenging and voca-tionally relevant environment, enabling graduates to contribute significantly to the training profession in Ireland and abroad. The Masters programme offers trainers and educators working with adults the opportunity to: * Extend and deepen their knowledge and understanding of theory underlying adult learning and training. * Contribute to the debate on the role of lifelong learning in the context of international experience, government priorities	2 years

	Country	Description	Position	Target group/conditions	Aim(s)	Dura-tion
				of places will be restricted. Programme Delivery and Modules This open learning programme is delivered over two academic years and attendance at workshops, seminars and tutorials form an integral part of the programme.	and the framework for future developments. * Develop analytical and critical skills.	
8	Ireland	The Open Learning Cen-tre at the Na-tional Univer-sity of Ire-land, Galway: foundation diploma in training and education	teacher	Participants are required to complete an assignment for sub-mission to NUI Galway for assessment. The assignment re-lates to material covered in the modules and emphasises the practical application of this course material to work situa-tions. Participants are given written feedback on the assign-ment. Participants who complete the Foundation Diploma in Training and Education may claim exemption from the Learning – Es-sential Trainer Skills module in the Certificate in Training and Education programme.	The Foundation Diploma in Training and Education will equip participants with the key competencies necessary to function effectively in a modern training environment. Successful course participants will receive a recognised qualification in training and education.	10 ECTS
9	Belgium	CVO De Oran-jerie educa-tional pro-gramme for educators of adults (oplei-ding voor op-leiders van volwassenen, OOV)	Teacher	The OOV is for everyone who educates, teaches, trains or guides adults in - Private (trainings) organisations - Inter- and intra sectoral educational organisations - Organisations working in the field of developmental education, international cooperation - Organisations in the field or socio-cultural adult education - Entrepreneur programmes of Syntra - The competence centres of the VDAB - Driving schools - Organisation in the field of sports - Organisations in the field of care.	The OOV is for educators already working for one of the organi-sations since the practical part is within the organisations. The student will be accompanied by a coach.	1 year (280 hours)
10	Ireland	NUI Maynooth: NUI certifi-cate in adult	guidance	Participants will have a minimum of 6-8 months experience of working directly with clients in an adult guidance and coun-selling context. The course will be particularly suitable for those who want to develop and enhance their theoretical un-	The course will begin to address the needs of those working in a guidance capacity with unemployed and disadvanted adults. It will introduce people to models of labour market educational guidance and will begin to explore the theoretical principles	200 hours

	Country	Description	Position	Target group/conditions	Aim(s)	Dura-tion
		guidance, theory and practice		derstanding of adult guidance and counselling. It will enable participants to develop the appropriate skills and knowledge to access the Diploma/Higher Diploma in Arts (Adult Guidance and Counselling) – subject to selection process.	which underpin good practice.	
11	Ireland	University College Dublin, Certificate in Adult Education (Professional Development)	teacher	tutors, adult education practitioners and those interested in adult learning	The Certificate in Adult Education (Professional Development) is designed to give tutors, adult education practitioners and those interested in adult learning an opportunity to reflect critically on issues guiding and influencing the field of adult education.	30 ECTS
12	UK	University of Bath, Postgraduate Certificate in Education	teacher	Trainee teachers who want to further develop themselves.	The aim of the Postgraduate Certificate in Education programme is to enable trainee teachers to become competent critical reflective practitioners: that is, practitioners who can reflect on and analyse their own practice and select effective strategies to use which will facilitate and support pupils' learning; demonstrate an ability to analyse, interpret and critique findings and apply these in a reflective manner to the improvement of educational practice making critical use of literature, professional experience and appropriate knowledge from other sources and apply these through their teaching.	One year (36 weeks): full time
13	Greece	Master in Adult and Continuing Education, University of Macedonia, Thessaloniki, Greece	policy makers, instructors, trainers, counsellors, evaluators, human resource developers, etc.	Graduates mainly from Pedagogical and/or Education Departments, aiming to actively engage in adult education (e.g. policy makers, instructors, trainers, counsellors, evaluators, human resource developers, etc.)	To provide the existing state structures as well as the job market with well-trained staff to be employed in the field of lifelong learning and adult/continuing education.	120 ECTS

	Country	Description	Position	Target group/conditions	Aim(s)	Dura-tion
14	Lithuania	Management of Educa-tional Ser-vices (Mo-kymo(si) paslaugų vadyba), bachelor de-gree, univer-sity study programme		People, willing to work • In organizations of adult education (centers of adult educa-tion, educational centers at labour exchange, centers of dis-tance education). • In personnel department of industrial and service orientated organizations (in the sphere of Professional development). • In state organizations (assistance in organizing learning of state officials in acquisition of new skills). • In non-governmental organizations (confessional, trade un-ions, associations, etc.). • In other organizations (social work, health sector, army, police force, etc.). In concerns a bachelor (postgraduate) degree.	To prepare qualified specialists able to analyze the learning needs and possibilities of adults, to plan, organize and evaluate teaching/learning processes and professional development of employees in relevant organizations, and to evaluate the effec-tiveness of these processes in the context of the lifelong learn-ing and changes in job market	4 years, 240 ECTS
15	Portugal	National Cer-tificate of Trainers	Teacher	To apply to this certification either: 1) you are a teacher in the national system of education (school, university, etc) and request this certification or 2) you must accomplish a training for trainers course (at least 90 hours) organized by a Certified institution (The institution must apply to this certification of "training for trainers pro-vider". It's a different certification, than the general training provider. The initial pedagogic training course for trainers can be at-tended in employment centres, in direct or joint-management vocational training centres or directly in private bodies that develop this type of training, duly certified by the IEFP.	Development of personal and interpersonal skills in a training context; the acquisition of technical skills that support profes-sional performance; and the application of the skills acquired during the teaching process.	Minimum 90 hours
16	Romania	Training for trainers	trainer	Prerequisites: University studies, min. 3 yrs. of experience: Usually, participants are either teachers, internal trainers, or inexperienced people (interested in a new occupation)	• understand the specificities of adult learning process • design, plan, develop and authorise (if needed) a training course • develop and use own personal and social competences in the training environment	120 hrs, out of which 40 hrs of theory and 80 hrs of practical

	Country	Description	Position	Target group/conditions	Aim(s)	Dura-tion
						work
17	UK/ Scot-land	Postgraduate Certificate in Adult Guid-ance	Guidance positions	This part-time programme is aimed at practitioners offering guidance to adults making choices about education, training, employment and personal development. First degree or rele-vant professional qualification, or a combination of qualifica-tions and experience demonstrating capacity for postgraduate study. Applicants should be employed in a professional post allowing study of the practice of adult guidance or have ac-cess to comparable opportunities. All applicants will have the opportunity of a pre-entry interview.	It provides an overview of the practice of guidance in the con-text of education, career development and life change. It exam-ines issues of definition, role, principles and values, organisa-tion and service delivery. Furthermore it examines all forms of information to be used in assisting clients and supporting the guidance practitioner. At last it offers the opportunity to identify the use of counselling skills in the working practice of guidance. Participants will be encouraged to reflect and analyse their own work with clients. There will also be an opportunity to explore some of the introductory issues in counselling theory and in particular of the person-centred approaches.	60 SM = 600 hours
18	Portugal	Adult Educa-tion and Training for Trainers and Coordinators	trainer	Coordinators, trainers and counsellor integrating the staff of adult education and training courses.	• Develop competences for training and counselling adults; • Increase the performance level of the professionals in the adult education and training field; • Reinforce the paper of adult education and training in a long life learning framework.	60 hours.
19	France	Diplôme d'Université d'Initiation Pédagogique pour la For-mation des adultes : DU IPFA	Teacher	Persons who have minimum 5 years of vocational or profes-sional experience in a technical professional field	Further professionalise the practice of persons who already have professional or vocational experience.	5 months
20	France	Diplôme d'Universités de formateur responsible d'actions de formation : DUFRES	teacher	Persons who have minimum 3 years of experience in training or in adult education	To permit to trainers to take university knowledge, scientific methodologies in human and social sciences in order to analyse and ameliorate their professional practices in their professional contexts.	Between 12 and 18 months
21	Greece	Open Univer-		Teachers; other professionals, e.g. administrative staff in the	1. Deliver Subject knowledge	One year

	Country	Description	Position	Target group/conditions	Aim(s)	Dura-tion
		sity in Greece offers the modules 'Adult Education', 'Organizing, implementing and evaluating programmes for adults'.		adult education sector; doctors; other educators.	2. Enhance competence and skills in adult education 3. provide them with the skills so that they can improve their working conditions	for the full-time programme; three to five years for the part-time programme.
22	Cyprus	The Open University of Cyprus offers the Module 'Continuing education and lifelong learning'.	Teachers and educators	Educators; Teachers	1. Deliver Subject knowledge 2. Enhance competence and skills in guidance and counselling 3. Provide them with the skills to practice guidance and counselling	One year full-time; Three to four years part-time.
23	UK	Masters in guidance and counselling, Bristol university	Guidance positions	If you are an unqualified teacher in Further Education, Adult and Community Education or a trainer in the public or private sectors - these courses (CertEd/PGCert Ed FE (Learning and Skills)) will be relevant to you.	These programmes aim to provide teachers, lecturers and trainers working with a range of students with the necessary skills, knowledge and competence to undertake their professional role with confidence and to the mutual benefit of both teacher and learner. These are part time, in-service courses for educators in further education, work-based training and the public services who want the professional effectiveness, personal satisfaction and career enhancement that comes from gaining an advanced and nationally respected university teaching qualification. All new lecturers in the Learning and Skills sector now require advanced teacher training accreditation. The government put in place a compulsory qualifications framework based upon the Further Education National Training Organisation (FENTO - now LLUK) 'Standards for teaching and supporting learning in further	2 years part time including APL

	Country	Description	Position	Target group/conditions	Aim(s)	Dura-tion
					education in England and Wales' effective since September 2001. The part-time in-service programmes at UWE meet these standards. Attainment of the standards is a prerequisite for membership of the proposed professional institute. In work-based training and in the public services, an increasing number of trainers are encouraged to seek qualifications that will be comparable with those of their colleagues in the sector. The courses incorporate the new Lifelong Learning UK (LLUK) stan-dards and units of assessment.	
24	Bulgaria	Adult Educa-tion Manage-ment - full and part-time (University of Sofia Bul-garia)	Man-agement position, teachers, ana-lysts/res earchers, evalua-tors, consult-ants and project manag-ers	Students interested in working in adult education manage-ment and adult education in general	The program provides a unique preparation for students who wish to work as specialists in the area of educational institu-tions management. Students participate in different courses which mainly focus on job market research and the implementa-tion of management strategies in adult education. The offered courses and internships give a unique opportunity to students to gain competence in adult education curriculum planning, orga-nizing, managing and control.	
25	Germany (etc)	„European Master in Adult Educa-tion" (EMAE)	All posi-tions in-cluding research, planning and de-velop-ment	Holders of a BA-Degree in Educational Sciences and Practitio-ners in Adult Education	The aim of the EMAE is qualifying those who work in adult edu-cation in a European context. Students acquire theoretical knowledge and practical skills to work as professionals in spe-cific fields of adult education. They also acquire the competence for their practical work in terms of cultural reflection, which alongside enables them to use all possibilities provided by the European labour market for adult education. European Masters of Adult Education will work in different fields concerned with improving adult learning in Europe. Typical fields of work are research, administration, counselling, teaching and programme planning.	120 ECTS

	Country	Description	Position	Target group/conditions	Aim(s)	Dura-tion
26	Ireland	Educational Management of Adult Guidance	Man-agement and guidance	With an emphasis on practical application, the key aim of the course is to equip participants with the knowledge and skills to develop and manage adult educational guidance provision in their own organisations and institutions.	This course is designed for those either in, or planning to move into, the management of adult guidance. People who will find the course to be of particular relevance include staff in the AEGI, AEOs, ALOs, VTOS Coordinators, CEFs, Community and Adult Education Officers, staff from relevant Third Level college services.	The course is organ-ised in 5 blocks of 2 days x 8 hrs each
27	Portugal	University degree: Mas-ter in Educa-tional Sci-ences – area of specialty in Adult Educa-tion and Training	All posi-tions in-cluding research, planning and de-velop-ment	Students which have a degree in Education (level 5 - EQF)	To design, develop and evaluate educational programs for adults (formal and non formal), that better serve the personal and communities needs; To develop all the necessary activities for the mediational processes of lifelong learning, namely those oriented to the construction of personal and professional identi-ties; To be able to manage educational and training projects and programs	4 semes-ters (120 ECTS)
28	Bulgaria	Program for tutors' train-ing and de-velopment for supported (blended) distance learning – provided by the School of Management, New Bulgar-ian University	Tutor training	Tutors and practitioners in the field of HRM and General Man-agement	Education and training of tutors for effective management, or-ganization and participation in SDL(blended) learning and self-directed development based on Competence standards	6 months using the sup-ported distance learning approach
29	Greece	"Counselling and Voca-tional Guid-	Counsel-ling and Guidance	Graduated in human studies, economics and sciences.	1. The output of in a high level experts and specialists on Coun-selling and Vocational Guidance issues 2. Preparing the future staff (career counsellors, information	Four (4) academic semes-

	Country	Description	Position	Target group/conditions	Aim(s)	Dura-tion
		ance" – Master – University of Athens (faculty of Philosophy, Philosophy – Pedagogy-Psychology)			officers, counselling and vocational training) working in education, employment services, in public or private organizations.	ters
30	Germany	Katholische Universität Eichstätt-Ingolstadt, Lehrstuhl Erwachsenenbildung und Außerschulische Jugendbildung Das Zusatz- und Ergänzungsstudium (ZE-SE)	teacher	People who have already a qualification in a specific subject but lack adult learning competences.	The additional study offers the possibility to develop a deeper understanding including the relation between theory and praxis. This all at a scientific basis. The following fields are covered: - Professional/vocational further education - Family education - Education of youngsters after school - Adult education in church	4 semester Full-time or 6 semester part-time
31	Ireland	DIPLOMA IN ARTS (ADULT GUIDANCE AND COUNSELLING)	Guidance	• Applicants will be expected to have a minimum of three years' experience working with adults in a development setting; • Applicants should have participated in training courses or workshops in the area of guidance, counselling and self awareness; • Applicants must be seeing a minimum of 6 clients in a guidance context on a regular basis;	The emphasis of the course is on the development of the key communication and relationship skills and competencies that underpin the practice of Adult Guidance. The course also aims to work towards the development of an understanding of core concepts and ideas concerning sociology, marginalisation, exclusion and adult career development. Emphasis is placed on the personal development and self awareness of the participants.	Total 428 Hours The Diploma/Higher Diploma extends over two academic years and will

	Country	Description	Position	Target group/conditions	Aim(s)	Dura-tion
				• Applicants must also be available for interview by the Department of Adult and Community Education.		be delivered in an open learning format, incorporating e-learning materials, and workshops. (Computer access is vital.)
32	Serbia	Dipl. (graduated) Andragogue	All positions including research, planning and development	Future students	Through this curriculum it was and still is possible to prepare adult educators to work in different areas of education and culture, in institutions for adult education, institutions for re-education and re-socialization, mass-media, different centers for adult education, etc. Orientation towards general, wider profile is the result of contemporary trends in sciences and demand for mobility of this kind of experts in changing system of economy, education and culture.	4 years

Source: Research voor Beleid

Annex 1: Competence-activities-matrix

Every key competence identified supports adult learning professionals to carry out particular key activities and all the competences together cover the broad range of activities carried out within an adult learning institute. In this annex two tables are presented that link the competences to the activities. The first concentrates on the activities directly involved in the learning process, the second concentrates on the activities supportive for the learning process. In a vertical order the key activities are presented. Horizontally the generic and specific competences are mentioned. The lighter colour indicates that the competence is indirectly supportive to the key activity, as is often the case with the generic competences, since those competences constitute the professional attitude which is necessary in every realisation of key activities. The darker colour indicates that the competence is directly relevant for the realisation of the key activity.

Activities directly involved in the learning process

#	Activity
1	Identify the various needs (identifying the background, history, gaps, personal goals) and possibilities, potential and capacities of adult learners. This is contextualised with respect to the individual learner and the broader societal needs.
2	Identify and assess the entry levels, prior learning and experience of the adult learner
3	Identification of the learning sources, adequate methods (including ICT-facilities) and learning resources. This relates to the material resources inside the institute and non-material resources (what do the learners bring to the course, stakeholders,
4	Planning and organising the learning process keeping in mind the various backgrounds, learning needs, levels etc of the adult learners.
5	Working with others (colleagues, stakeholders, managers, enterprises and learners) in order to develop the learning process
6	Empowering, activating, motivating and encouraging the adult learner, being a challenger, inspirer of adult learners, and mobiliser of their motivations.
7	Setting, negotiating and communicating the objectives of the course and in-forming the adult learners of the structure of the learning process
8	Relating the learning process to the living world and practice of the adult learner. This is achieved by making use of the prior knowledge and experience of the adult learner, by integrating real life contexts into the classroom.
9	Creating a positive learning/development environment
10	Having awareness and understanding of diversity and having insight in the problems that can occur because of diversity and anticipating the consequences for the adult learner, the group and oneself
11	Providing, or facilitating the acquisition of, relevant content in the learning process (knowledge, skills, insight, in-formation and attitudes)
12	Making the content accessible by means of explanation and attuning the content to the needs and abilities of the learners
13	Developing tasks and assignments to support the learning process of the adults
14	Managing the learning process: Monitoring, assessing and evaluating the learning process and the progress of the adult learners.
15	Keeping track of the aims that have been set during the course and making changes in the course to improve the learning process, as well as management of time in the course
16	Providing support and feedback as a two-way process to the learners (receiving and giving between the adult learning professional and the learner)
17	Evaluating the context, the process and the outcomes of the learning process
18	Link to the social context, networks, stakeholders (how the institute fits in the field) by creating relevant networks with actors in the field outsides the institute.
19	Link to relevant professional networks, other colleagues, adult learning professionals to find support in developing adult learning initiatives, in other words, share your experiences with you colleagues (in and outsides the own institute)
20	Contribute to the wider community, concept of provision or promotion of effective learning activities
21	Add to knowledge base of your institution/ setting to provide a further raise of quality
22	Keeping up to date with the current developments in adult learning sector, the methodological changes and developments concerning the subject matter
23	Coaching new teachers (other colleagues)
24	Offering career Information and basic information on work environments.
25	Application of tests to obtain information on the relevant characteristics of adults for their career
26	Offer Pre-entry, on-course and pre-exit guidance.
27	Application of personal guidance and counseling skills (including in the context of second chance and return to learning)
28	Offer guidance on meta-cognition (learning to learn/study skills)
29	Offer subject specific academic guidance and share information with other professionals
30	Managing group processes and dynamics
31	Curriculum Design at module and programme level.
32	Development of programmes that are flexible in terms of mode (full-time/part-time), timing (modularity) and location (face-to-face/distance/mixed), taking into account adults' personal situations

Column headers: A1, A2, A3, A4, A5, A6, A7, B1, B2, B3, B4, B5, B6, B7, B8, B9, B10, B11, B12

Activities indirectly involved and supportive for the learning process

A1	A2	A3	A4	A5	A6	A7	B1	B2	B3	B4	B5	B6	B7	B8	B9	B10	B11	B12

#	Activity
33	Management of Resources
34	Constructing and managing budgets
35	Preparing applications for funding
36	Determination and elucidation of benefits
37	Daily management of teaching and non-teaching staff
38	Organisation of course-teams, building of teams and building of institutional culture
39	Conducting appraisal and organising professional development
40	Recruitment of staff, drawing up contracts
41	Monitoring and evaluating staff performances
42	Supporting/empowering staff and its personal development
43	Setting up Continuous Professional Development activities
44	Responsibility for teacher and staff competences/informing staff on training offers
45	Working in accord with organisational procedures
46	Arrangement of committees and boards
47	Oversee learning environment
48	Monitoring and evaluation of programmes and implementing improvements
49	Assessment of demand for existing provision and for new programmes
50	Building of relationships with external communities
51	Delegating tasks and power
52	Responsibility for quality assurance/ QA, strategy/monitoring QA
53	Marketing of programmes
54	Contribute to formulation of institutional mission
55	Lobbying and negotiating with external bodies
56	Following and implementing changes in legislation and regulations
57	Dealing with administrative issues with regards to the adult learners, adult learning pro-fessionals and the institute (answering phone calls, monitoring budgets, word process-ing, booking courses, collating students' achievement etc.)
58	Informing adult learners and staff on administrative issues (referring students to courses, referring to sources of further information and supporting adult learning profes-sionnals).
59	Contribute to the design of ICT-based and mixed mode programmes of study, using multiple forms of media (WWW, integrating text, audio and video).
60	Delivery of the ICT-based programmes
61	Collaboration in design teams, involving teachers, learners, administrators and instructional designers
62	Conduct and facilitate assessment within on-line environments.
63	Use of electronic discussion forums and other media including PC-based audio and video-conferencing for academic and guidance support
64	Contribute to the design of webpages for marketing, maintain personal webpages
65	Assessment of Demand for existing provision and for new programmes, building of relationships with external communities