

# **Core Competencies and Qualification Frameworks**

**Supporting quality and professional  
development in the field of Adult Learning**

**Results of the Project “Qualified to teach  
(QF2TEACH)”**

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The present paper was written by Nils Bernhardsson and Susanne Lattke, DIE, using various materials that have been produced or provided by the project consortium in the course of the QF2TEACH project. The full national and transnational reports on which this paper has been based are available on the project website: [www.qf2teach.eu](http://www.qf2teach.eu)

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## **1. Introduction**

### **1.1 Background to the project**

Lifelong learning is being considered a key for supporting both individuals' and societies' development and well-being in an increasingly globalised and competitive world. Teachers and learning facilitators who help individuals acquire new competencies play a key role in making lifelong learning a reality. Their professional skills and qualifications may thus be considered to be of vital importance for the quality of learning that is taking place. For school teachers, as a rule, qualification standards are in place in all countries and school teachers have to undergo obligatory training programmes, usually at university level, before starting to work in the education system. In the diversified sector of adult and continuing education, however, this is not the case. Qualification standards for these teachers exist only in some segments of the adult learning sector – usually those belonging to the formal education system (second chance education”) or some other parts of publicly subsidised adult education and training. As a matter of fact, teachers and learning facilitators working in adult education come from very diverse backgrounds. They possess very different formal qualifications and professional experience from various fields. Only a part of them has actually undergone some specific training in the subject of adult learning and teaching. There is thus, no widely shared common understanding of the competencies which are needed by this professional group. This has also to do with the fact that the field itself is very heterogeneous and much more diverse than school education in terms of, e.g. learners and target groups, training contents, aims and objectives, institutional settings or training formats. Moreover, the work of teachers in adult education has become more complex in the last decades and need new and enhanced skills and competencies (e.g. counselling and guidance skills, intercultural skills) are increasingly needed by the professionals. The term “teacher” itself may seem inappropriate to refer to this professional group, since it carries mainly connotations of a traditional classroom setting, while adult education and professionally supported adult learning take place in many other contexts and settings. These may include for example coaching sessions for individuals or groups as well as workplace learning or learning in social and cultural spaces to mention only a few. Rather than of “Adult Education Teachers” it seems therefore more appropriate to speak of “Adult Learning Facilitators” for referring to the

entirety of professionals working in direct contact with adults in order to support and enhance learning processes of these adults.

While the field of adult learning is so diverse, it may also be assumed that there is a distinct and shared professionalism which all Adult Learning Facilitators should possess, whatever specific context they work in. A professionalism which is *shared* among all Adult Learning Facilitators because of their common task of helping adults learn, and which is *distinct* - although there may be overlaps - from that of other related professions such as school teachers (working with children) or therapists (aiming to restore and promote health).

## **1.2 The QF2TEACH project and its results**

The European project “Qualified to Teach (QF2TEACH)” embarked on researching and promoting this shared and distinct professionalism of Adult Learning Facilitators in Europe. QF2TEACH was coordinated by the German Institute for Adult Education Leibniz Centre for Lifelong Learning (DIE) and involved partners from Italy, the Netherlands, Poland, Romania, Sweden, the UK and Switzerland as an associate partner. The project

- identified through research a *catalogue of core competencies* (including personal qualities, knowledge and professional skills) which are needed by any Adult Learning Facilitator, no matter in what context he or she is working;
- developed proposals for developing *sectoral qualification frameworks* at national and transnational level for the field of Adult Learning, and more in particular for the professional profile of Adult Learning Facilitator.

The nature of these two main outcomes is substantially different, and it is worth stressing this point for enabling a correct understanding of the potential and the limitations of both types of outcomes:

The *catalogue of core competencies* constitutes an empirical research outcome. It reflects directly the findings from an expert survey which was conducted in eight European countries and which involved quantitative as well as qualitative elements and analyses.

As a result of a research conducted according to scientific standards it claims validity but as a research result it is at the same time “neutral” in the sense that it has no prescriptive character. The catalogue is therefore not meant to be immediately “applied” or even “imposed” to the practice field. It may provide a knowledge basis for the development of tools or products which may be used in practice, but in itself the catalogue should be regarded and appreciated (or challenged) as a research outcome. The catalogue may thus be reasonably challenged from a research perspective. One might for example ask if the overall research design has been appropriately chosen, if the data analysis has been conducted in a proper way, and if, all in all, the resulting catalogue is therefore sufficiently justified by the research conducted..

On the other hand, there would be little sense in criticising the content of the catalogue as such. Someone may feel that the catalogue does not contain all the “right” elements or that it contains some “wrong” elements; and this may also be true from the perspective of a given individual adult learning practitioner or even from the perspective of a given subsector of adult learning, since these perspectives are linked to specific needs, practical requirements and framework conditions. This would however not mean that the catalogue as such is useless or “wrong” since its function is not to serve directly a practical purpose. As stated above, it may only serve such purposes in an indirect way, by providing a basis or reference point for the development of applicable tools.

The second type of the QF2TEACH outcomes, the proposals for *sectoral qualification frameworks*, is exactly one step in this direction. The proposals for *sectoral qualification frameworks* are research-based outcomes in the sense that they have been developed taking the catalogue of core competencies as a starting and reference point; they do however not represent direct research outcomes themselves. They are the result of an effort to translate the research results into a practical tool which serves the real practice needs of the field. The way of deriving a qualification framework from a catalogue of competencies is a comparatively long one, meaning that the catalogue of core-competencies has to undergo many transformations and has to be supplemented with many new elements before taking the shape of a qualification framework. Secondly, this process is not to the same extent rule-governed as is the process of data analysis in a research, but involves a

higher amount of interpretation, uncertainty but also freedom. The *sectoral qualification frameworks* which were developed during the QF2TEACH project constitute thus *proposals* of how sectoral qualification frameworks for Adult Learning Facilitators may look like. At the same time one could think of alternative ways of producing qualification frameworks, which may be equally valid. The qualification frameworks in the present form thus do not pretend to be the ultimate and only solution. They are meant to provide a substantial input for further discussion, and they are open to further developments and amendments which may help to improve their practicability and relevance to the practice field.

### **1.3 Purpose of the present report**

The following report assembles the aforementioned outcomes of the QF2TEACH project, the *catalogue of core competencies* and the proposals for *sectoral qualification frameworks*, in a single document. Both outcomes are available in a transnational version as well as in country-specific variants respectively.

The purpose of this report is to allow a quick overview of these QF2TEACH products in their entirety. It is not meant to introduce the reader to all details of these products. For this purpose the reader is referred to the comprehensive transnational and national reports which are available on the project website<sup>1</sup> as well as in the ADAM database<sup>2</sup>. These reports

- provide general background information
- describe in detail the way in which the competence catalogue and the qualification frameworks have been developed respectively;
- discuss the individual competence catalogues and qualification frameworks and their particularities in a differentiated way, also drawing comparisons between the different products where appropriate.

In Chapter 2 the core competence catalogue is presented. Chapter 3 contains the proposal for a transnational and for the national sectoral qualification framework for Adult Learning Facilitators.

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<sup>1</sup> On the project website [www.qf2teach.eu](http://www.qf2teach.eu)

<sup>2</sup> Adam database: <http://www.adam-europe.eu/adam/project/view.htm?prj=5466&page=1>

## **2. Core competencies of Adult Learning Facilitators in Europe**

The QF2TEACH project conducted a Delphi survey which was centered on the question:

What core competencies do Adult Learning Facilitators in Europe need today and in future?

The Delphi survey involved a total of 202 experts in the participating countries. A list of competencies was presented to the experts and they were asked to rate on a scale ranging from irrelevant (score = 1) up to indispensable (score = 6) the importance of each individual competency both for the present situation and for the future (the year 2015). The experts had also the possibility to insert free text comments to the proposed competency list and to make proposals for new competencies to be added to the list.

The Delphi method is aimed at consensus building. The survey is therefore conducted in several waves, usually two or three, until a sufficient amount of consensus has gradually been reached between the respondents.

In the QF2TEACH project the experts were asked in two waves. Competencies which had received low rankings in the first waves were taken out from the questionnaire in the second wave. The remaining competencies were retained in the questionnaire in order to be approved – or rejected – by the experts during the second wave. Those competencies which received high approval rates in the second wave were taken over to form part of the final catalogue of core competencies. Competencies which had been newly added during the second wave following the suggestions of individual experts during the first wave needed a particularly high approval rate during the second wave for being retained in the final competence catalogue.<sup>3</sup>

### **2.1 The transnational catalogue of core competencies**

The final transnational catalogue of core competencies of Adult Learning Facilitators is shown in fig. 1. Each bullet point under the nine headings corresponds to one item in the questionnaire. The bullet points therefore represent those competencies which the survey experts have agreed that they should belong to a core competence catalogue of Adult Learning Facilitators. The grouping of these competencies under

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<sup>3</sup> The scores obtained by the individual items in each country as well as in the overall transnational expert sample are shown in the table in Appendix 1.

nine “Core Competence” headings does not reflect the structure of the questionnaire<sup>4</sup> but is itself the result of a statistical method (factor analysis). This method is applied in order to uncover existing interrelations between two or more variables in a survey. In the case of QF2TEACH, factor analysis was applied to find out which items (competencies) - according to the experts’ answering behaviour – can be considered as “belonging together” and as forming one comprehensive Core Competence.<sup>5</sup>

**Core Competence 1: Group Management and Communication**

- Communicate clearly
- Manage group dynamics
- Handle conflicts

**Core Competence 2: Subject Competence**

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

**Core Competence 3: Supporting Learning**

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

**Core Competence 4: Efficient Teaching**

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

**Core Competence 5: Personal Professional Development**

- Orientate themselves to the needs of participants
- Make use of their own life experience within the learning environment
- Recognise their own learning needs
- Set their own learning goals
- Be creative
- Be flexible
- Reflect their own professional role
- Evaluate their own practice
- Be self-assured
- Be committed to their own professional development
- Cope with criticism
- See different perspectives

**Core Competence 6: Stimulating learning**

- Motivate

<sup>4</sup> In the questionnaire the items were grouped in nine domains headed as follows: Personal qualities; Interpersonal behaviour and communication with learners; Cooperation with the external environment; Planning and management; Learner access and progress; Specialist field referred to the teaching/training material; Monitoring and evaluation; Didactic and methods field; Personal and professional development

<sup>5</sup> For a comprehensive account of the research and its results see the QF2TEACH Transnational Report.

<ul style="list-style-type: none"> <li>- Inspire</li> </ul> <p><b>Core Competence 7: Learning Process Analysis</b></p> <ul style="list-style-type: none"> <li>- Monitor the learning process</li> <li>- Evaluate the learning outcomes</li> <li>- Conduct regular formative assessment and learner /teacher dialogues</li> <li>- Assess the entry-level of learners</li> </ul> <p><b>Core Competence 8: Self-competence</b></p> <ul style="list-style-type: none"> <li>- Be emotionally stable</li> <li>- Be stress-resistant</li> <li>- Analyse learning barriers of the learner</li> <li>- Be authentic</li> <li>- Proceed in a structured way</li> <li>- Be open minded</li> </ul> <p><b>Core Competence 9: Assistance of learners</b></p> <ul style="list-style-type: none"> <li>- Create a safe learning atmosphere (not intimidating)</li> <li>- Enable learners to apply what they have learned</li> <li>- Be attentive</li> <li>- encourage learners to take over responsibility for their future learning processes</li> <li>- Be empathic</li> <li>- Encouraging collaborative learning among learners</li> <li>- Provide support to the individual learner</li> <li>- Listen actively</li> <li>- Be available/accessible to learners</li> <li>- Assess the needs of the learner</li> </ul>
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**fig. 1: Transnational catalogue of core competencies of Adult Learning Facilitators**

## **2.2 National variations in the research results**

The Delphi survey was conducted in eight countries – Germany, Italy, the Netherlands, Poland, Romania, Sweden, the UK and in Switzerland which joined the project as an associate partner. The above shown transnational catalogue is based on the ratings which the items received in the total group of experts, without making distinctions between individual countries.

The answers of the experts were however also analysed country by country. The results of the national analyses differ partly to those of the transnational analysis (although, in the overall perspective, the similarities between the countries are more striking than the differences). A number of items which received high overall ratings in the overall transnational perspective may have been considerably less important in a given country or vice versa. These differences have been even more apparent in the analysis of the first wave of the survey than in the second wave where

“controversial” items with comparatively low ratings had already been dropped from the questionnaire.

Also the grouping in nine Core Competence areas proposed above may not apply any more if the transnational perspective is abandoned and a national perspective is taken. Therefore, in the national analyses the items may be structured in a different way and different headings may have been given to these different groups of items. These differences may reflect country specific or culture specific particularities. In order to fully appreciate them further interpretation is needed.

In the following sections some country specific results and main differences to the transnational outcomes are presented. For full details of the country specific analyses and interpretations the reader is referred to the individual QF2TEACH National Reports on the project website.

### **2.2.1 Germany**

In the first wave of the questionnaire some differences were remarkable between the German outcome and the overall transnational outcome. Less important for the German experts compared with the overall outcomes were the following items:

- Create a safe learning atmosphere (not intimidating)
- Enable learners to apply what they have learned
- Motivate/Inspire
- Be attentive
- Encourage learners to take over responsibility for their future learning processes
- Encouraging collaborative learning among learners
- Learning Process Analysis

Summarising it seems that the *assistance for learners* is not that relevant to the German experts as to the experts of the other countries. It might seem that the learners regarded as so autonomous, that too much assistance and learning support could be understood as spoon-feeding of learners.

More important for the German experts, compared with the overall outcome, are the following items:

- Be emotionally stable
- Be stress-resistant
- Analyze learning barriers of the learner

- Be authentic
- Proceed in a structured way

Compared to the other countries the experts seem to have more need for strong self-competencies which help them to cope with challenging job conditions.

In the open questions the experts were invited make comments on the item lists. This led to a number of additional items proposed by the experts. These items were then included as new items in the questionnaire of the second wave. The new items stemming from the answers of the German experts in the first wave are the following:

- act in an intercultural/multicultural environment
- adapt/adjust to different groups/levels/cultures (equality and diversity) within their professional practice and through effective differentiation (incl. support for disability)
- be in a constant exchange with researchers (in the field of adult and continuing education)
- be in a constant exchange with other teachers/trainers

In the second wave, the tendencies identified in the answers of the German experts in the first wave are no longer manifest. We trace this back to the fact that the first questionnaire was much more differentiated than the second one with its validating character. In general, all nine core competencies of the transnational catalogue are relevant to the German experts as well. Based on the German answers we can however distinguish between core competencies which are of comparatively higher importance and core competencies of comparatively lower importance:

### **Competencies of particularly high importance**

(approval rate at least 10 percentage points higher than in the transnational sample)

- Handle conflicts
- Inspire
- Promote their own teaching/learning facilitation offers on the market
- Be self-assured

### **Competencies of comparatively lower importance**

(approval rate at least 10 percentage points lower than in the transnational sample)

- Be passionate
- Be creative
- Use social media to support marketing
- Recognise and build upon learners' prior learning
- Adopt/adjust to different groups/levels/cultures
- Assist learners to provide evidence of their own practice

- Engage in mentoring and coaching with colleagues in order to support professional development
- Be in a constant exchange with other teachers/trainers

### **2.2.2 Italy**

Referring to the structure of the questionnaire of the first wave the answers of Italian sample showed the following tendencies:

#### **1. Domain „Personal qualities“**

As a general rule, all the experts interviewed confirm the importance of personal qualities in the professionalism of people who work in the adult education field, stressing how important these qualities are since they are a fundamental prerequisite for acquiring the specific competences necessary for carrying out their work properly.

The items “be authentic” and “be self-confident” were considered less important compared to the overall transnational sample, whereas the item „be passionate“ received a significantly higher approval rate in Italy.

#### **2. Domain „Interpersonal behaviour and communication with learners“**

With reference to the communication and behaviour competences, the experts of the Italian sample emphasise communication skills, which registered the highest rate of attention. In addition, the experts focus on the capability of knowing how to manage group dynamics effectively within the learning context, so as not to encourage creating a climate of tension or an excessively relaxed one, yet one which is marked by the cooperation and collaboration of all the people involved. Items with considerably higher approval rates in the Italian sample include „Promote, reflect and act according to democratic principles within the learning context“, „Communicate with regard to high social and linguistic skills“ and „Negotiate“

#### **3. Domain „Cooperate with the external environment“**

All these items received high approval rates in the overall transnational sample and even higher rates among the Italian experts.

#### **4. Domain „Planning and management“**

The item „monitor and evaluate the quality of the delivery of teaching offers“ received a significantly lower approval rate in Italy than in the overall sample. By contrast, the item develop and compile dossiers and portfolios“ received a very high approval rate in Italy as opposed to a fairly low rate in the transnational sample. In additional

interviews conducted in Italy, most experts stressed that Adult Learning Facilitators must also be able to evaluate the starting point of the people requesting training, in terms of previous learning, and therefore develop and draw up the balance of competences and detailed information about who the offer is directed to.

#### **5. Domain „Access and progress of learners“**

The Italian experts consider support to adult learners an essential activity and an indispensable part of their profession. All items received high approval rates among the Italian experts. This matches more or less the tendency of the overall transnational sample with the only exception of the item “Refer learners to information about different external support structures“. This was received considerably less approval by the overall transnational sample.

#### **6. Domain „Subject-related, specialist domain“**

All items received high approval rates both in the Italian and in the transnational sample. Particularly great importance is however attached by the Italian experts to the Adult Learning Facilitator’s constant commitment to being updated and also to understanding the significance invested in their professional sector and their area of expertise in today’s society. Comparatively less significance is attributed in Italy to having specialist knowledge in one’s own area of teaching, whereas knowledge in neighbouring disciplines was rated higher than in the transnational sample.

#### **7. Domain „Monitoring and assessment of learning processes“**

All these items, too, obtained high approval rates in both the Italian and in the transnational sample. Monitoring and evaluation, as well as planning the learning processes, are considered essential phases for the Italian experts who deem that it is essential for those who work in the adult education sector to be totally competent in this aspect, in order to guarantee a suitable, high quality training offer.

#### **8. Domain „Didactical and methodological domain“**

Also these items obtained high approval rates in both samples, but most items were rated comparatively lower in the Italian sample. What stands out in the Italian result is however the importance of being able to create the conditions for developing a favourable learning climate for the classroom situation and of the ability of encouraging collaborative learning among the learners and stimulating their active

participation. On a methodological level, the Italian experts stress in particular the importance of the capability to apply old and, above all, new media so as to make good use of technologies. Comparatively low importance was attributed by the Italian experts to mentoring and coaching, to supporting informal learning, and to proceeding in a structured way.

### **9. Domain „Personal and professional development“**

For this competence domain the picture is mixed. Among the qualities that obtained the highest approval among the Italian experts were: being creative and critical and above all, considering not only what the working and professional world want but what society is searching for, meaning flexibility on which these professionals must base their professionalism. Along with the importance attributed to flexibility, the importance of inter- and multi-cultural competencies was stressed, which allows the professionals to see according to different perspectives and not close up when faced up with diversity. According to the Italian experts the personal and professional development is fundamental for Adult Learning Facilitators: He/she must be continuously and independently committed to his/her own development in terms of professionalism and competences, hence be a self-reflexive student. It is also considered fundamental for them to be in constant exchange not just with other teachers/trainers, but also with the researchers who work in the adult education field (this item has a much higher approval rate in Italy than in the overall transnational sample); this was motivated by the experts by the need to guarantee a quality training offer and to continue to be updated on adult education topics, to observe and evaluate different kinds of experiences.

#### **2.2.3 The Netherlands**

The Dutch research report stresses, that the Dutch outcomes are highly similar to the overall outcomes. Among the differences that may be worth mentioning are the following:

Only, two of the five items that were higher for the Dutch participants compared to the overall means, namely 'Be emphatic' and 'Be authentic', survived in the final table, but they showed no significant difference with the overall means..

Two competencies were added by Dutch experts during the first wave which were not included in the final transnational catalogue. These concerned 'the attitude/character of the Adult learning facilitator' and 'being experienced (in life, work and adult education)'. Essentially, the content/meaning of these items seems however to be sufficiently covered in the final transnational catalogue, so that this does not mean a significant divergence.

Three other additional items, that were marked as important according to the Dutch respondents were: counselling and/or coaching skills, listening skills and general didactical skills. All three items were not kept in the final catalogue as such; however listening skills are partly covered by the item 'listen actively' which is part of the transnational catalogue.

#### **2.2.4 Poland**

During the first wave, the following observations emerged:

In the future the most important competences will be: to be engaged and open minded. Respondents in the open questions pointed out: communication, creativity and „to be able to cooperate”. Frequently mentioned competencies include professional preparation for work, experience, psychological knowledge in the field of adult learning, knowing methods and techniques suitable for adults.

Respondents draw their attention to changes in the field of adult education and the need to perceive these changes by Adult learning facilitators. Consistently there is in many contexts an indication of being open minded and attentive.

Many respondents highlight that society becomes multicultural (this is a relatively new phenomenon in Poland), hence the need for obtaining multicultural competences, including the ability to cope with conflict situations.

Commercial thinking, in the respondents' opinion, is rather irrelevant today but will gain importance in the future. This is due to an increasing competition in the Polish market of education and a clear commercialization in all spheres of social life.

In the field of „subject related, specialist domain” today's most significant competence is the constant improvement of professional competence. Persons involved in adult

education are aware of the need for Lifelong Learning. According to the respondents, having a thorough knowledge will become a fundamental competence in the future.

In the field of the didactical-methodological domain the respondents believe that the competence “to create a safe learning atmosphere” is most important today. Clearly, however, appears the conviction of the growing importance of learning outside adult education institutions. „Support informal learning” is seen as crucial aspect of the professional profile in the future.

The answers in the category “personal development and reflection” show, that respondents consistently emphasize a flexible approach towards adult learners, an understanding of their needs, empathy. In the future, such competences as “being flexible” and „being creative” will become more important. “Proceeded in a structured way” is not an important criterion in adult education in the opinion of respondents.

In conclusion: Adult education is understood as a professional area which requires a high level of empathy and commitment from the learning facilitators. They ought to be, above all, „open minded” and „flexible”. In the future, interdisciplinary knowledge and competences „to support informal learning” will gain in importance. Also competences in the field of management and commercial thinking will turn out to be much more important in the future than today.

In the second wave the most remarkable deviations from the overall transnational catalogue were the following:

### **Competencies of comparatively higher importance**

(approval rate at least 10 percentage points higher than in the transnational sample)

- Be emotionally stable
- Be authentic
- Be passionate
- Motivate
- Inspire
- Act persuasively
- Use social media to support marketing
- Develop and compile dossiers and portfolios
- Transfer subject knowledge to industry partners
- Refer learners to information about different external support structures
- Coach learners
- Be curious
- Be engaged

- Be in a constant exchange with researchers

### **Competencies of comparatively lower importance**

(approval rate at least 10 percentage points lower than in the transnational sample)

- Conceptualise their teaching offers in terms of learner achievement
- Recognise and build upon learners' prior learning
- Assess the entry-level of learners
- Have knowledge in neighbouring disciplines of their own area of expertise
- Assist learners to record their own process
- Apply old and new media
- Proceed in a structured way

### **2.2.5 Romania**

The first wave results show a confirmation of the majority of the competences proposed by the research group as being highly important in facilitating adult learning. In addition to this, the Romanian experts had identified competences they consider important that were not included in the questionnaire:

- understand and value cultural background of learners
- be a continuous self-reflective learner
- time-management
- active listening
- negotiation
- persuasiveness
- self-confidence
- be enthusiastic

The second wave results confirmed those results of the first wave. Differences between the Romanian and the transnational result were remarkable in some of the core competencies:

### **Personal qualities**

This domain was the most discussed, mainly because the experts considered that personal qualities were a plus for a professional but that they could not be made a requirement. In fact, no national occupational standard or competence profile makes any reference to personal attributes. However, the Romanian experts considered the respective items as necessary/ important. More important, compared to the transnational result, were the items "be self-confident" and "be passionate", while only

76.6 % agreed on the importance of being authentic in relation to the general mean of 86.2%.

### **Interpersonal behaviour and communication with learners**

The Romanian expert group confirmed the importance of all items in this domain with high scores. Important differences to be mentioned are related to the competencies of negotiation and acting in intercultural/ multicultural environment that were considered by the Romanian respondents more important than the overall respondent group. In particular the score of the latter item is an interesting and unexpected result if the the national cultural background of the countries involved in the study is taken into consideration.

### **Planning and management**

The items in this domain were considered to be extremely important by a higher percentage of the Romanian respondents than the overall group percentage.

Important differences are related to the following items:

- *Promote their own teaching/ learning facilitation offers on the market* was considered important by 71.7% of the Romanian experts (only 59.7% of the overall group). This results might be the confirmation of a weak promotion and advertising system for the adult education offers and providers and, thus, this responsibility is more and more undertaken by the trainers themselves;
- *Lead a working team/ an organization* was also considered to be important by a higher number of Romanian respondents in the light of the fact that the majority of the adult education institutions are small organizations in which the roles are overlapping. In a lot of situations, a learning facilitator is also the manager of the adult education institution/ organization providing the training programme;
- *Develop and implement quality assurance measures* was given recognition by the Romanian group due to the fact that quality assurance system of training programmes is mainly based on input indicators (curriculum, training programme plan, resources, quality of trainers etc.) while the throughput and output aspects of the training programme are left apart.

### **Didactical-methodological domain**

In this domain', ability to stimulate the active role of learners was, on average, ranked as most important. This was followed in ranked importance by having access to a

broad repertoire of methods, provide support for the individual learner and engage in mentoring and coaching with colleagues in order to support professional development. This last competence was declared important by 98% of the Romanian respondents whereas only 81% of the total respondents declared the same.

### **2.2.6 Sweden**

In the first wave, the Swedish experts identified four domains as particular important which they were missing in the questionnaire and which should be included in the second wave: These include

- Intercultural understanding
- Democratic ethics
- ICT competence
- Vocational (Work-related learning) versus bildung
- Apply general didactical skills

In the second wave, in most cases the approval rates were quite similar between the Swedish sample and the overall sample. The most remarkable deviations from the overall transnational catalogue included the following:

#### **Competencies of comparatively higher importance**

(approval rate at least 10 percentage points higher than in the transnational sample)

- Promote, reflect and act according to democratic principles within the learning context
- Act in an intercultural/multicultural environment
- Monitor and evaluate the quality of the delivery of teaching offers
- Support informal learning

#### **Competencies of comparatively lower importance**

(approval rate at least 10 percentage points lower than in the transnational sample)

- Be passionate
- Be able to process complex information
- Act persuasively
- Promote their own teaching/learning facilitation offers on the market
- Use social media to support marketing
- Transfer subject knowledge to industry partners
- Refer learners to information about different external support structures
- Be stress-resistant

## 2.2.7 UK

The first wave highlighted some national differences but, more importantly, considerable international similarities. Suggestions were made as to competencies for inclusion in phase two of the study. These included:

- listening skills
- understanding of evidence generation/ demonstration to support teaching and learning (related both to assisting learners to record their own progress and also to practitioners' ability to evidence their own practice)
- mentoring and peer-coaching (related to professional skills development)
- support for equality and diversity within professional practice
- differentiation to support access and inclusion.

In the ranking of competencies high emphasis was placed on those competencies related to monitoring and assessment of learning processes, reflective of the professional culture within England. By contrast, there was less of an articulated need for personal qualities, in favour of more tangible skills-related competencies. This can be attributed to the emphasis within the UK upon teacher qualifications within the sector. Personal qualities were, generally, also predicted to be of lower importance in the future. In the context of teacher initial education, the term 'competencies' implies 'measurement'; this bias may have naturally disinclined respondents from listing, or ranking highly, the importance of personal characteristics or functions of personality.

In the second wave, the vast majority of competencies were agreed for inclusion in a 'catalogue' by at least 7 out of 10 respondents.

The competencies least agreed-with were 'being passionate', followed by 'stress-resistance'. Emotional stability, the ability to process complex information, communication via high-level linguistic and social skills, and the ability to lead a team were considered not worthy of inclusion by at least 4 out of the 10 respondents, in each case. This is unsurprising, as overall these are not competencies currently expected of lifelong learning practitioners in England.

From a qualitative perspective, respondents were again in phase two largely focused upon ICT and the delivery of skills.

### **2.2.8 Switzerland**

The Swiss experts agree with most of the competencies that were proposed in the second wave questionnaire.

Looking at items where the approval rate differed for more than 10 percentage points between the national Swiss sample and the overall transnational sample, we find that only one item (develop and compile dossiers and portfolios) attracted a much higher approval rate in Switzerland. This competency is of growing importance in Switzerland, so that this outcome result is hardly surprising for Switzerland.

On the contrary, there were eight items which were considered to be of considerably lower importance by the Swiss experts:

- Be creative
- Motivate
- Promote, reflect and act according to democratic principles within the learning context
- Be passionate
- Use social media to support marketing
- Provide support to the individual learner
- Engage in mentoring and coaching with colleagues in order to support professional development
- Be stress-resistant
- Be in a constant exchange with researcher

### **3. A sectoral qualification framework for Adult Learning Facilitators**

On the basis of the research results the QF2TEACH project developed a proposal for a qualification framework for the professional profile of Adult Learning Facilitators.

The framework is linked to the existing overarching European Qualification Framework (EQF). It defines three competence areas which may be regarded as the ones which are central to the task of supporting learning processes of adults. For each of these areas the concrete competence requirements are described on two levels (corresponding to levels 5 and 6 of the EQF). The framework aims to make the complex work of adult learning facilitators and the related competence requirements more transparent. In a perspective of quality assurance it may be used to plan professional development activities in a targeted way. It may also be used for defining minimum standards for specific job positions in the adult learning sector. The framework may also provide a basis for documentation and validation of professional competencies that have been acquired at work or in informal contexts. Furthermore

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the concept provides a basis for the design of training programmes, including parts of higher education curricula, for adult educators. In this perspective the three core competence areas represented in the framework can be understood as essential elements which cover the whole spectrum of activities aimed at facilitating learning processes of adults, like teaching, training, coaching and counseling for example. The proposed framework is a generic one and is abstracting from any specific context in the field of adult learning. It is meant to apply equally to contexts such as vocational training, cultural adult education, literacy training, training in companies, work in the voluntary sector, in informal study circles, in the public sector and many more. Since the proposed framework has this generic character it cannot take into account many specificities and specific competence requirements which may be of high relevance to one particular context or to a given group of particular contexts. For the practical work in the field, however, these context-specific requirements will be of equal importance as the generic ones. So the proposed qualification framework should be understood as a basis for working out further more detailed and context specific variations of the concept.

In the following a short description of methodology which has been used in the QF2TEACH project will be provided in order to explain how the proposed Qualification Framework has been developed.

### **3.1 The way from the Competence Catalogue to the Qualification Framework**

A structure was chosen which could easily be linked to the EQF. Therefore important structural elements of the EQF were adopted and it was decided to formulate descriptions of the knowledge, skills and competence (in terms of responsibility and autonomy) which together constitute the core competence profile of an adult learning facilitator. These descriptions were made referring to the competencies and competence elements which had received high rankings in the Delphi survey.

The descriptions were then grouped in three main areas which reflect the three sides of the so-called “pedagogic triangle”. The pedagogical triangle describes the three main pedagogic elements which have to be combined during pedagogical settings: the subject, the learning facilitator, and the learner. According to this distinction the nine core competencies were grouped into the following three areas:

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

The pedagogical triangle has to be seen as an analytical category. In real life it is the task of the learning facilitators to realise and combine all three competence areas in their social and working context as teacher, trainer, coach, and counsellor for example.

Descriptions were then produced for two different levels of competence which correspond to levels 5 and 6 of the EQF respectively. This means that the competencies described for level 6 are equivalent to the competencies which holders of a Bachelor degree in the relevant subject (i.e. adult learning) would be supposed to have. The competencies described for Level 5 accordingly correspond to the competencies which can be gained through a qualification programme which is situated somewhat below the Bachelor degree. These two levels were all in all considered as the most relevant ones for the envisaged target group. However, for specific contexts it might well be meaningful to produce additional descriptions for competence level below or above these two.

The draft of a transnational qualification framework was discussed at an international expert workshop and amended according to the remarks and suggestions of the experts. In this amended version, the qualification framework looks as shown in the following pages:

### 3.2 The QF2TEACH Transnational Qualification Framework for Adult Learning Facilitators

## **QF2TEACH Concept for a Transnational Qualification Framework for Adult Learning Facilitators in Europe**

### Competence area - Personal development and development of the "Professional self"

Core-competencies	Knowledge – Level 5	Skills – Level 5	Responsibility and Autonomy – Level 5
Personal Competence <sup>6</sup>  Professional Development <sup>7</sup>	Adult learning facilitators have comprehensive, specialized, factual and theoretical knowledge within their field of work and in the following areas: <ul style="list-style-type: none"> <li>- assessment of learning needs and attainment levels</li> <li>- methods of self-reflection and self-evaluation</li> <li>- creativity techniques</li> <li>- relaxation techniques and methods for dealing</li> </ul>	Adult learning facilitators have a comprehensive range of cognitive and practical skills that make them able to: <ul style="list-style-type: none"> <li>- reflect their action and career development within the context of their own biography, and to keep critical distance to their own action. In addition, they know how to use self-evaluation tools (e.g. Flexi- Path-Toolkit) in a targeted</li> </ul>	Adult learning facilitators: <ul style="list-style-type: none"> <li>- manage their learning needs and goals</li> <li>- autonomously plan, reflect and evaluate the development of their professional self</li> </ul>

<sup>6</sup> Competence elements from the questionnaire which have been taken into consideration: Be emotionally stable; Be stress-resistant; Be authentic; Be open minded; Proceed in a structured way

<sup>7</sup> Competence elements from the questionnaire which have been taken into consideration: Orientate themselves to the needs of learners; Make use of their own life experience within the learning environment; Recognize and manage their own learning needs; Establish and manage their own learning goals; Be creative; Be flexible; Reflect their own professional role; Evaluate and manage their own practice; Be self-assured; Be committed to and manage their own professional development; Cope with criticism; See different perspectives; Be a self-reflective learner

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

	supporting the professionalisation of teaching in adult and continuing education <ul style="list-style-type: none"> <li>- psychology (self-perception and perception by others, as well as body language and self-representation)</li> <li>- specificity and limits of the professional role</li> <li>- theories and principles regarding adult educator's professionalisation</li> <li>- Specifics of professionalisation in adult and continuing education</li> </ul>	contexts. <ul style="list-style-type: none"> <li>- are involved and work as active members in professional networks for the purposes of their own career development and for the development of the professional group.</li> <li>- are able to reflect critically on their own career development and on the development of the entire profession and link this to the overall context. This is based on their knowledge of the profession theories, principles and specificity in adult and continuing education.</li> </ul>	professional development of individuals and groups <ul style="list-style-type: none"> <li>- assume responsibility for decision making in various work contexts</li> </ul>
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## Competence area - Contents and didactics

Core Competencies	Knowledge – Level 5	Skills – Level 5	Responsibility and Autonomy – Level 5
Expertise in the subject that is taught and in didactics <sup>8</sup>  Learning arrangement <sup>9</sup>	Adult learning facilitators have comprehensive, specialized, factual and theoretical knowledge: <ul style="list-style-type: none"> <li>- in the specialized work field and the corresponding subject-specific didactics</li> <li>- of the principles and special features of adult learning</li> </ul>	Adult learning facilitators: <ul style="list-style-type: none"> <li>- are able to impart subject knowledge in a didactically structured way and have a wide methodological spectrum to make even fairly abstract issues accessible to learners.</li> <li>- have comprehensive skills and</li> </ul>	Adult learning facilitators: <ul style="list-style-type: none"> <li>- manage and control the didactic transfer of their subject knowledge in familiar teaching and learning contexts</li> <li>- monitor and supervise the learners' progress.</li> </ul>

<sup>8</sup> Competence elements from the questionnaire which have been taken into consideration: Expertise in their field of teaching; Applying subject-specific didactics in their field of teaching

<sup>9</sup> Competence elements from the questionnaire which have been taken into consideration: Adjusting the learning opportunities to meet the needs of specific target groups; Planning the learning opportunities in accordance with the available resources (time, space, materials, etc.)

Analysis of learning processes <sup>10</sup>	<ul style="list-style-type: none"> <li>- of macro-didactic action</li> <li>- about the specific target groups in their field of adult and continuing education</li> <li>- concerning the use of learning media / materials tailored to different audiences</li> <li>- concerning the creation of learning environments</li> <li>- of trends in adult and continuing education</li> <li>- about various teaching and evaluation methods and tools (e.g. test, learning diaries) and their respective areas of application</li> <li>- about assessment techniques of learning needs and attainment levels</li> </ul>	<ul style="list-style-type: none"> <li>experience in transferring subject knowledge to different target groups</li> <li>- have extensive experience and skills in the proficient use of different learning materials / media in their usual teaching-learning context.</li> <li>- are able to use existing space in a productive way for supporting the learning progress.</li> <li>- are able to use their extensive knowledge in the fields of biographical learning and macro-didactic action as well as of appropriate methods for the assessment of learning outcomes ensuring that learning progress will be documented and made visible.</li> </ul>	<ul style="list-style-type: none"> <li>- undertake professional development in their subject discipline</li> <li>- are able to arrange the learning process (focus on the learner) - are able to adapt the available resources to different target groups and learning environments</li> <li>- planning their teaching offers and keep them constantly up with new developments and trends in adult and continuing education.</li> </ul>
	<b>Knowledge – Level 6</b>	<b>Skills – Level 6</b>	<b>Responsibility and Autonomy – Level 6</b>
	<p>Adult learning facilitators have advanced knowledge:</p> <ul style="list-style-type: none"> <li>- in their field of activity/ work, in the respective subject-specific didactics, and in micro-and macro-didactic action.</li> <li>- concerning diverse target groups and current trends in adult and continuing education.</li> <li>- concerning the creation of different learning environments and materials, as</li> </ul>	<p>Adult learning facilitators:</p> <ul style="list-style-type: none"> <li>- have advanced skills and experience in transferring subject knowledge to different target groups.</li> <li>- are able to use their experience in an innovative way in teaching and learning unfamiliar contexts</li> <li>- are able to use a variety of learning materials and media in many different teaching and learning contexts.</li> </ul>	<p>Adult learning facilitators:</p> <ul style="list-style-type: none"> <li>- have relevant experience in imparting subject knowledge in a variety of teaching-learning contexts</li> <li>- are able to adapt their teaching offers to a variety of target groups and learning environments</li> <li>- are able to use various or inadequate resources in a</li> </ul>

<sup>10</sup> Competence elements from the questionnaire which have been taken into consideration: Accompany, monitor and manage learning processes; Evaluate the learning processes; Assess the basis (starting situations) of learners; Assess the learners' needs; Conduct formative assessments of learners; Evaluation of the learning outcomes

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

Core-Competencies	Knowledge – Level 5	Skills – Level 5	Responsibility and Autonomy – Level 5
<p>To manage groups and management in groups<sup>11</sup></p> <p>Care for the learner<sup>12</sup></p> <p>To encourage learning and motivate<sup>13</sup></p> <p>Support learning<sup>14</sup></p>	<p>Adult learning facilitators:</p> <ul style="list-style-type: none"> <li>- have comprehensive knowledge in educational psychology, learner-oriented teaching methods and know the mechanisms of self-perception and perception of others</li> <li>- have comprehensive knowledge of motivation techniques and methods</li> <li>- are able to deal with learning barriers</li> <li>- have knowledge about the variety of learning environments, conflict management and dealing in a pedagogical way the group work</li> <li>- have basic knowledge of coaching and counselling</li> <li>- know techniques and methods for motivating learners to make use of professional coaching and counseling</li> </ul>	<p>Adult learning facilitators:</p> <ul style="list-style-type: none"> <li>- are learner oriented and are able to help learners to recognize informal learning as valuable learning</li> <li>- empathises with learners</li> <li>- are able to recognize the strengths of the individual learner and know how to use them in a productive way for a joint and mutual learning.</li> <li>- are able link the learning to the learners' life experiences (if these are known to them), thus enhancing the relevance of the learning to the learners</li> <li>- know and make creative use of motivation techniques and psychological knowledge.</li> <li>- are able to tailor pedagogical methods to the requirements of the learners</li> <li>- are experienced in applying in a creative manner communication and de-escalation strategies</li> </ul>	<p>Adult learning facilitators:</p> <ul style="list-style-type: none"> <li>- are able to communicate effectively with learners</li> <li>- are able to support the learning in familiar learning contexts, in a learner orientated and empathic manner</li> <li>- know how to motivate and to inspire learners to start and continue learning activities</li> <li>- are able to provide a purposeful learning support through referring to the individual experiences of the learners</li> </ul>

<sup>11</sup> Competence elements from the questionnaire which have been taken into consideration: Communicate clearly; Manage group dynamics; Handle conflicts

<sup>12</sup> Competence elements from the questionnaire which have been taken into consideration: Support informal learning; Stimulate the active role of learners; Have a broad repertoire of methods at their disposal

<sup>13</sup> Competence elements from the questionnaire which have been taken into consideration: Create a safe learning atmosphere (not intimidating); Enable learners to apply what they have learned, Be attentive; Encourage learners to take over responsibility for their future learning processes; Be empathic, Encouraging collaborative learning among learners, Provide support to the individual learner; Assess the needs of the learner

<sup>14</sup> Competence elements from the questionnaire which have been taken into consideration: Motivate; Inspire

	<p>offers.</p> <ul style="list-style-type: none"> <li>- know the basics of communication and organisation theories.</li> <li>- able to reflect their actions and to see them in a broader context</li> </ul>	<ul style="list-style-type: none"> <li>- are able to provide learning advice and to use coaching strategies.</li> </ul>	<ul style="list-style-type: none"> <li>- are able to support and manage group processes in familiar learning contexts</li> <li>- are able to monitor the learning processes and give relevant learning advice.</li> </ul>
	<b>Knowledge – Level 6</b>	<b>Skills – Level 6</b>	<b>Responsibility and Autonomy – Level 6</b>
	<p>Adult learning facilitators:</p> <ul style="list-style-type: none"> <li>- have advanced knowledge in learner-oriented teaching methods</li> <li>- are able to realize the didactical principal within diverse learning contexts by using their advanced knowledge in educational psychology and of the mechanisms of self-perception and perception of others.</li> <li>- have advanced knowledge about the specifics of diverse social learners' environments</li> <li>- have advanced knowledge in motivation techniques, learning strategies and broad experience in handling learning barriers</li> <li>- are able to adapt their actions flexibly to the requirements of different learning contexts</li> <li>- have advanced knowledge in the field of group education and conflict</li> </ul>	<p>Adult learning facilitators:</p> <ul style="list-style-type: none"> <li>- have advanced psychological knowledge and in the center of their actions is the learner</li> <li>- have an advanced learner orientation and are able to help learners to recognize informal learning as valuable learning</li> <li>- are able to reflect their actions and the limits by referring to theories of educational philosophies</li> <li>- are able to make learning attractive in diverse learning contexts by relating the learning activity to the specific living situation of learners</li> <li>- are able to overcome learning barriers by making use of motivational techniques</li> <li>- are able to reflect critically the use of motivators by using their advanced knowledge of the educational psychology</li> <li>- are able to motivate learners to adopt an open attitude towards learning on the basis of their experience in various teaching-learning environments</li> </ul>	<p>Adult learning facilitators:</p> <ul style="list-style-type: none"> <li>- are able to communicate effectively with learners</li> <li>- are experienced in supporting and managing learning in a variety of teaching and learning contexts, in a learner-centered, sensitive and individual way</li> <li>- are able to manage unpredictable group processes</li> <li>- are able to assist and support other teachers/trainers/ adult educators</li> </ul>

	<p>management and can make flexible use of this knowledge for reflecting and justifying their own actions.</p> <ul style="list-style-type: none"> <li>- They have a highly advance knowledge of research on target groups and milieus. Furthermore they have advanced knowledge on biographical research and on organisational theories. They can draw upon this knowledge in order to critically reflect on everyday situations and relate them to theoretical concepts.</li> </ul>	<ul style="list-style-type: none"> <li>- have extensive experience in working with groups</li> <li>- have a broad portfolio of communication and de-escalation strategies which is used in an innovative and flexible way to manage complex group processes (e.g. future workshops)</li> </ul>	
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### **3.3 Approaches towards national qualification frameworks for Adult Learning Facilitators**

All project partners with the exception of the British partner conducted national expert workshops where the research results were discussed and perspectives for developing national sectoral qualification frameworks for Adult Learning Facilitators were discussed.<sup>15</sup>

#### **2.3.1 Germany**

In Germany a national variant of the transnational qualification framework was developed. The core structure of the transnational qualification framework was taken as a starting point. Amendments concerning individual items were added. The national qualification framework concept is therefore quite close to the transnational qualification framework, and this structure was found useful by the experts as a starting point. The experts consulted expressed however different views concerning the need for further development. Some experts very much stressed the need to focus on higher level qualifications (corresponding to EQF level 7 or even 8) and warned against the danger of “deprofessionalisation” if lower level qualifications were promoted as appropriate for adult learning facilitators. Other experts stressed the need to open up perspectives of career development and held the view that this required also the definition and recognition of lower level qualifications for this professional group.

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<sup>15</sup> In the UK such a qualification framework exists already. The British partner therefore did not conduct a national workshop but had some national experts comment the transnational result and contribute to the transnational workshop

## Concept for a national qualification framework for ACE learning facilitators in Germany

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

Characteristics	Knowledge – Level 5	Skills – Level 5	Competence – Level 5
<ul style="list-style-type: none"> <li>- Be emotionally stable</li> <li>- Be stress-resistant</li> <li>- Be creative</li> <li>- Be flexible</li> <li>- Be authentic</li> <li>- Be open minded</li> <li>- Be self-assured</li> <li>- Be committed to their own professional development</li> <li>- Analyze learning barriers of the learner</li> <li>- Proceed in a structured way</li> <li>- Orientate themselves to the needs of participants</li> <li>- Make use of their own life experience within the learning environment</li> <li>- Recognize their own learning needs</li> <li>- Set their own learning</li> </ul>	<p>Teachers have extensive knowledge in the following areas:</p> <ul style="list-style-type: none"> <li>- Assessment of learning needs and attainment levels</li> <li>- Specificity and limits of the professional role</li> <li>- Methods of self-reflection and self-evaluation</li> <li>- Creativity techniques</li> <li>- Relaxation techniques and methods for dealing with stress</li> <li>- Knowledge of current activities of networks supporting the professionalization of teaching in adult and continuing education</li> <li>- Psychology (self-perception and perception by others, as well as body language and self-representation)</li> </ul> <p>They are aware of their limits concerning knowledge resources for a more abstract reflection and justification of their actions.</p>	<p>Teachers are able to reflect their action and career development within the context of their own biography, and to keep critical distance to their own action.</p> <p>In addition, they know how to use self-evaluation tools (e.g. Flexipath-Toolkit) in a targeted way for the planning of the own career development.</p> <p>They are aware of and refer to topics which are currently on the agenda of professional actors and networks in the field.</p> <p>In addition, teachers are ready to get familiarized with new teaching-learning contexts and work in them. In these contexts they acquire skills for the specific application of different strategies of verbal and non-verbal communication.</p> <p>They have internalized their communication strategies so far that their action appears authentic, self-confident and natural.</p> <p>They are able to distinguish between themselves as a person and the professional role. This enables them to carry out their work in the long</p>	<p>Teachers autonomously plan, reflect and evaluate the development of their professional self</p> <p>They are able to recognise their own strengths and weaknesses.</p> <p>They are able to reflect on their emotions and to use their emotions in a productive manner for the further development of their professional self</p>

<p>goals</p> <ul style="list-style-type: none"> <li>- Reflect their own professional role</li> <li>- Evaluate their own practice</li> <li>- Cope with criticism</li> <li>- See different perspectives</li> </ul>		<p>run on a sustained basis.</p> <p>They are aware of the importance to maintain a work-life balance and are able to adopt appropriate strategies to achieve this.</p> <p>They possess strategies to resist mobbing and they strategically use relaxation techniques and techniques for self-reflection.</p>	
	<b>Knowledge – Level 6</b>	<b>Skills – Level 6</b>	<b>Competence – Level 6</b>
	<p>Teachers have extensive knowledge in the following areas:</p> <ul style="list-style-type: none"> <li>- Assessment of learning needs and attainments levels</li> <li>- Specificity and limits of the professional role</li> <li>- Methods of self-reflection and self-evaluation</li> <li>- Creativity techniques</li> <li>- Relaxation techniques and methods to deal with stress</li> <li>- Knowledge of current activities of networks supporting the professionalization of teaching in adult and continuing education</li> <li>- Psychology (self-perception and perception by others, as well as body language and self-representation)</li> <li>- Theories of Professionalization</li> <li>- Specifics of Professionalization in adult and continuing education</li> </ul>	<p>Teachers have high biographical competence and are able to critically review their own career development in the context of societal and professional developments consistently.</p> <p>They are also able to flexibly switch between different target groups, topics and teaching-learning contexts. They work as active members in professional networks for the purposes of their own career development and the development of the professional group.</p> <p>Teachers are able to reflect on own actions according to educational and scientific theories.</p> <p>In addition, teachers can critically reflect on their own career development and on the development of the entire profession and link this to the overall context. This is based on their knowledge of profession theories and specificity of the profession in adult and continuing education.</p>	<p>Teachers have the competence for an autonomous development of their professional self.</p> <p>This includes the ability to assert themselves in competitive and cooperative situations in organisations and on the market.</p> <p>In addition they assume responsibility for the career development of other teachers, e.g. in leadership positions</p>

## Competence – domain - Contents and didactics

Characteristics	Knowledge – level 5	Skills – Level 5	Competence – Level 5
<ul style="list-style-type: none"> <li>- Expertise in their field of teaching</li> <li>- Applying subject-specific didactics in their field of teaching</li> <li>- Adjusting the learning opportunities to meet the needs of specific target groups</li> <li>- Planning the learning opportunities in accordance with the available resources (time, space, materials, etc.)</li> <li>- Accompany and manage learning processes</li> <li>- Evaluate the learning processes</li> <li>- Conduct Formative assessments of learners</li> <li>- Assess the basis (starting situations) of learners</li> <li>- Evaluation of the</li> </ul>	<p>Teachers have extensive and specialized knowledge</p> <ul style="list-style-type: none"> <li>- in the respective fields and the corresponding subject-specific didactics, this includes contextual knowledge of the interactions between the subject area and the society as a whole;</li> <li>- of the special features of adult learning of macro-didactic action</li> <li>- about the specific target groups in their field of adult and continuing education</li> <li>- concerning the use of learning media / materials tailored to different audiences</li> <li>- concerning pedagogy connected with space</li> <li>- trends in adult and continuing education</li> <li>- about different evaluation methods and tools (e.g. test, learning diaries) and their respective areas of application</li> <li>- about assessment of learning attainment levels</li> </ul>	<p>Teachers can impart subject knowledge in a didactically structured way and have a wide methodological spectrum to make even fairly abstract issues accessible to learners.</p> <p>They are able to structure teaching in a way that the learner attention is maintained.</p> <p>They are able to reflect on the role of the expert knowledge in and its implications for the society</p> <p>They have a variety of methods at their disposal and extensive skills in the proficient use of different learning materials / media in their usual teaching-learning context.</p> <p>They are able to use the usually existing space in a productive way for supporting the learning progress.</p> <p>Their extensive knowledge in the fields of biographical learning and macro-didactic action as well as of appropriate methods for the assessment of learning outcomes ensure that learning progress will be documented and made visible.</p>	<p>Teachers control the didactic transfer of their subject knowledge in familiar teaching and learning contexts and monitor the progress of the the part of learners. They undertake professional development in their subject discipline</p> <p>They are able to adapt their teaching offers to the specific target groups in their field of activity and also to their available resources.</p> <p>Concerning the planning of their teaching offers they keep constantly up with new developments and trends in adult and continuing education.</p>
	<b>Knowledge – Level 6</b>	<b>Skills – Level 6</b>	<b>Competence – Level 6</b>

<p>learning outcomes</p>	<p>Teachers have very advanced knowledge in their field of activity, in the respective subject-specific didactics, and in micro-and macro-didactic action.</p> <p>They also have very advanced knowledge concerning diverse target groups and current trends in adult and continuing education.</p> <p>They use their equally advanced knowledge concerning pedagogy connected with space, different learning media and materials as well as theories of time and perception of time for a critically-reflexive planning and implementation of their teaching.</p> <p>They make learning progress visible by using different evaluation methods and instruments (e.g. test, learning diaries) depending on the context and purpose for use.</p>	<p>Teachers have comprehensive experience in the transfer of subject knowledge to different target groups. They are able to use this experience in an innovative way in teaching and learning contexts which are unfamiliar to them.</p> <p>They are able to structure teaching in a way that the learner attention is maintained and are able to reflect on this point on the basis of educational theories</p> <p>They are able to use a variety of learning materials and media in many different teaching-learning contexts. In all these contexts, they can deal productively with the given spatial conditions. In addition, they are able to take advantage of unforeseen and unpredictable situations in a creative way for their teaching.</p> <p>They are able to make use the experience resulting from such new situations in the planning and implementation of their future teaching.</p> <p>In addition, teachers have very advanced competences in micro-and macro-didactic action. They support other teachers in the guidance and evaluation of learning processes.</p> <p>They use appropriate methods for assessing learning outcomes, they ensure that progress and performance of the learners is documented and they use this information for the development of teaching and learning methods.</p>	<p>Teachers have extensive experience in imparting subject knowledge in a variety of teaching-learning contexts.</p> <p>They are able to adapt their teaching offers to a variety of target groups, and can also use scarce and inadequate resources in a productive way.</p> <p>They make creative use of the potential of the different target groups. In relation to the planning of their learning opportunities they keep constantly up to date on new developments and trends in the field of adult and continuing education and link the developments in this field with the planning of their own teaching as well as with their responsibility for the career development of other teachers.</p> <p>In order to adapt their approach to a variety of teaching-learning contexts teachers make informed choices from a variety of</p>
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			<p>methods for monitoring and evaluation of learning.</p> <p>Thanks to their high level of didactic competence the teachers are able to work as a mentor for their colleagues and peers. With their experience in the use and development of methods they support other teachers in increasing their skills in analyzing learning processes.</p>
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## Competence – domain – Assistance for learners

Characteristics	Knowledge – Level 5	Skills – Level 5	Competence –Level 5
<ul style="list-style-type: none"> <li>- Be attentive</li> <li>- Be empathic</li> <li>- Communicate clearly</li> <li>- Manage group dynamics</li> <li>- Handle conflicts</li> <li>- Support informal learning</li> <li>- Stimulate the active role of learners</li> <li>- Have a broad repertoire of methods</li> </ul>	<p>Learning facilitators have broad knowledge in educational psychology, learner-oriented teaching methods, and they know about the mechanisms of self-perception and perception of others.</p> <p>Beside this they have broad knowledge of motivation techniques and methods and know how to deal with learning barriers.</p> <p>Their work is based on knowledge concerning the milieu of the learners, in conflict management, and pedagogical group</p>	<p>Learning facilitators are guided by the principle of learner orientation.</p> <p>They possess the ability to motivate the learners throughout the whole learning process and for further learning activities. This includes the ability to give appreciation to the learners. They are able to use different feedback methods in a flexible and creative way (individual feedback and feedback to groups).</p> <p>They have the ability to break down barriers and learning blockades and are able to handle</p>	<p>Learning facilitators are able to support the learning in familiar learning contexts in a learner orientated and empathic manner.</p> <p>In familiar learning contexts they know how to motivate and to inspire learners to start and continue learning activities.</p> <p>Through referring to the</p>

<p>at their disposal</p> <ul style="list-style-type: none"> <li>- Create a safe learning atmosphere (not intimidating)</li> <li>- Enable learners to apply what they have learned</li> <li>- Encourage learners to take over responsibility for their future learning processes</li> <li>- Encouraging collaborative learning among learners</li> <li>- Provide support to the individual learner</li> <li>- Motivate</li> <li>- Inspire</li> </ul>	<p>work.</p> <p>Their basic knowledge in coaching and learner counselling enables them to motivate learners to make use of professional coaching and counseling offers.</p> <p>They know the basics of communication- and organisation theories. This knowledge enables them to reflect their actions and to see them in a broader context.</p>	<p>disturbances in group settings. Their knowledge in educational psychology and their knowledge about the specifics of the milieus their learners come from enable them to put themselves into the position of the learners.</p> <p>They have the ability to recognise the strengths of the individual learners and know how to use them in a productive way for a joint and mutual learning. This includes the ability to structure their teaching with regard to the diversity and different biographical backgrounds of the learners.</p> <p>Besides this they are able to build up references to the living environments of the learners they are used to work with. In doing so they make creative use of motivation techniques and psychological knowledge.</p> <p>Moreover they are able to tailor pedagogical methods to the requirements of the learners they are used to work with. In addition, the learning facilitators are experienced in applying communication and de-escalation strategies, which they know to use in a creative manner in their work with learning groups.</p> <p>To a limited extent, they are able to provide learning advice and to use coaching strategies.</p>	<p>individual experiences of the learners they provide a purposeful learning support.</p> <p>Moreover learning facilitators are able to support and to manage group processes in familiar learning contexts.</p> <p>They are able to monitor the learning processes and give relevant learning advice.</p>
	<p><b>Knowledge – Level 6</b></p>	<p><b>Skills – Level 6</b></p>	<p><b>Competence – Level 6</b></p>
	<p>Learning facilitators have advanced knowledge in learner-oriented teaching methods and they are able to realise this</p>	<p>Teachers have advanced psychological knowledge and align their actions consistently to</p>	<p>Teachers are experienced in supporting learning in a variety of teaching and</p>

	<p>didactical principal within diverse learning contexts.</p> <p>For doing so they make use of their advanced knowledge in educational psychology and of the mechanisms of self-perception and perception of others. Besides this they have advanced knowledge about the specifics of diverse social milieus of learners.</p> <p>Their advanced knowledge in motivation techniques and learning strategies and their broad experience in handling learning barriers enable them to adapt their actions flexibly to the requirements of very different learning contexts. In addition, they have an advanced knowledge in the fields of group education and conflict management and can make flexible use of this knowledge for reflecting and justifying their own actions.</p> <p>They take a critical stance and can abstract from everyday actions referring to their highly advanced knowledge of research findings concerning target groups, milieus, biographical research and organizational education</p>	<p>the learners.</p> <p>They are able to found and reflect their action and the limits of their action by referring to theories of educational philosophies.</p> <p>Teachers can make learning attractive in diverse learning contexts by relating the learning activity to the specific living situation of students.</p> <p>They overcome learning barriers by making use of motivational techniques.</p> <p>They can reflect critically the use of motivators by using their advanced knowledge of the educational psychology.</p> <p>In addition, educators can motivate learners to adopt an open attitude towards learning on the basis of their experience in unknown teaching-learning environments.</p> <p>Based on extensive experience in working with groups they have a broad portfolio of communication and de-escalation strategies.</p> <p>They use it in an innovative and flexible way to manage complex group processes (e.g. future workshops)</p>	<p>learning contexts in a learner-centered, sensitive and individual way.</p> <p>They also can manage unpredictable group processes.</p> <p>This experience and knowledge in the areas of coaching, advice on learning and education and educational philosophy enables them to assist other teachers in acquiring these skills.</p>
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### **2.3.2 Italy**

In Italy, the experts argued in favour of summarising the nine core competences resulting from the research in a different way in order to the characteristics of the adult learning facilitator's profession more clear and immediate. The Italian model foresees a classification in the three main domains

- relationship competence,
- organizational and management competencies,
- didactical-methodological and professional competencies.

Organisational and management competencies have a comparatively bigger weight in Italy which is due to the particularities of the field. In Italy many adult educators work in private sector companies where they are responsible for managing, facilitating and coordinating learning processes in and of a whole organisation.

Also in view of the national situation, the Italian experts decided to focus on higher qualification levels corresponding to levels 7 and 8 of the EQF as the central ones of a qualification framework for Italy. These levels would be more appropriate for the main professional profiles that are distinguished in the Italian adult learning context, namely: Management consultant, Expert in Training and Management of Training Processes and Expert in Content and Disciplines.

## National Qualification Framework for Adult Learning Professionals – A Proposal for the Italian Context

### 1.1. RELATIONSHIP COMPETENCE

<b>CHARACTERISTICS</b>	<b>KNOWLEDGE – Level 7</b>	<b>SKILLS – Level 7</b>	<b>COMPETENCE – Level 7</b>
This group of competences includes quality and personal attributes which are associated to the cooperation and collaboration skills, to the communication, to the motivation and to the management of the interpersonal relationship with learners and colleagues	Knowledge of the andragogy theories	Capacity to individuated the learning possibilities of the subject	Relationship competence
		Train the subject for its personal learning	Interpersonal competence
		Sustain the subjects/group training process	Work in team
		Take care of the interpersonal relation	Motivation
			Communicative dimension
			Proactive attitude
			Communicative and listen competence: recognize the functional needs of the subjects but also, and especially, their desires and expectations in order to reach their wellness
			Communicative and relational competence
			Affective competence
<b>CHARACTERISTICS</b>	<b>KNOWLEDGE – Level 8</b>	<b>SKILLS – Level 8</b>	<b>COMPETENCE – Level 8</b>
This group of competences includes quality and personal attributes which are associated to the cooperation and collaboration skills, to the communication, to the motivation and to the management of the interpersonal relationship with learners and colleagues			Creativity
			Curiosity
			Continuing update dimension
			Emotive and reflective dimension of the subject training

			Ethical dimension
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## 1.2. ORGANIZATIONAL AND MANAGEMENT COMPETENCE

<b>CHARACTERISTICS</b>	<b>KNOWLEDGE – Level 7</b>	<b>SKILLS – Level 7</b>	<b>COMPETENCE – Level 7</b>
This group of competences includes technical and operational skills, attitudes and capacity related to planning, organization and management of the learning process	Knowledge about the possibilities of training financing	Translate the business, the strategic guidelines of an organization into training planes	Diagnostic competence
	Managerial knowledge	Be able to manage and promote the managerial and technical training demand	Linguistic and design competence
		Be able to define the guidelines for the training project of specific training paths	
		Chose of the training service provider, in order to ensure the quality of services	
		Design of the training actions	
		Elaboration of training paths for groups and single subjects	
		Planning of specific designs developed on national and international calls	
		Acquire of subjects and companies needs	
		Elaboration of the action plans	
		Capacity to individuated the learning possibilities of the subject	
		Production and use of training instruments	
<b>CHARACTERISTICS</b>	<b>KNOWLEDGE – Level 7</b>	<b>SKILLS – Level 7</b>	<b>COMPETENCE – Level 7</b>
This group of competences includes technical	Knowledge about the	Design and act the control of management of	Internal negotiation dimension

and operational skills, attitudes and capacity related to planning, organization and management of the learning process	organizations and companies	the different types of training channels (adapting them to the specific organization where he works)	(handle conflict)
	Knowledge related to the economic aspects	Ideation and design of the training plans and devices for services and organizations	Create a personal network (networking dimension)
	Knowledge of the world of companies (its strategies and policies)	Ideation and manage of ICT	Decision making dimension
		Design of learning situations in the work contexts (learning's dimension)	Competence of connection between the companies's policies and strategies and the users
			Networking competence
			Empowerment

### 1.3. DIDACTICAL-METHODOLOGICAL AND PROFESSIONAL COMPETENCE

<b>CHARACTERISTICS</b>	<b>KNOWLEDGE – Level 7</b>	<b>SKILLS – Level 7</b>	<b>COMPETENCE – Level 7</b>
This group of competences includes the skills and the capacity related to the didactical and methodological management of the learning process, in term of evaluation, support to learners and to the learning process	Knowledge about preparation of materials, management of the climate and time of the classroom	Evaluation of people	Evaluation competence
	Technical knowledge	Monitoring the training path	Elaboration of didactical instruments competence
	Pedagogical knowledge	Evaluation of the training path	Disciplinary competence
		Monitoring and evaluation of the training steps	Guidance competence

		Evaluation of the process path	Accompaniment and learning facilitation competence
		Sustain the subjects/group training process	
		Elaboration of knowledge, competence and capacities for the subject, so he's able to individuate the knowledge to transfer to subject in order to transform them into competence	
		Monitoring and classroom management skills	
<b>CHARACTERISTICS</b>	<b>KNOWLEDGE – Level 8</b>	<b>SKILLS – Level 8</b>	<b>COMPETENCE – Level 8</b>
This group of competences includes the skills and the capacity related to the didactical and methodological management of the learning process, in term of evaluation, support to learners and to the learning process	Scientific knowledge about a problem	Guidance to leaders in order to support them in human resources management	New technologies competence
		Evaluation of the planning of training interventions, in terms of awareness of the didactical dimension (formal, informal, embedded)	

### 2.3.3 The Netherlands

The Dutch partner referred to level 6 as minimum qualification level for Adult Learning Facilitators. In the Netherlands, a first version of an generic National Qualification Framework was published during the QF2TEACH project's lifetime (Introduction of the Dutch National Qualification Framework NLQF in national and European perspective, 2011).

The structure proposed by this Dutch NQF was taken as a reference in developing a concept for a sectoral qualification framework for Adult Learning Facilitators. The Dutch NQF foresees the categories

- context
- knowledge
- applying knowledge
- problem-solving abilities
- learning and development skills
- information processing skills
- communication skills
- responsibility and independency

In the QF2TEACH National Report the Dutch partner judges this structure in a favourable way:

„The contents (categories) to qualify in of the proposed NLQF together transcend the competency concept with the categories of knowledge (the first category after context), skills (the five categories next) and responsibility and independency (the last content category to be qualified in)(...). In this way the broad and diffuse competence concept is left out. This is a sort of innovation that is very promising because, the in addition to knowledge and skills the third aspect of competence 'attitude' or 'wanting to be a competent professional' (Bron & Jarvis, 2008), is replaced by the responsibility and independency category. In this way knowing, doing and being (taking responsibility) are considered to work out to competent behaviour.“

# National Qualification Framework for Adult Learning Professionals

## A Proposal for the Dutch Context

(based on the sixth level of the Dutch National Qualification Framework)

	<b>Qualification Elements for Adult Learning Facilitators</b>	<b>Generic descriptions (Dutch NQF)</b>
context	An unknown, changing life and work context, also internationally	An unknown, changing life and work context, also internationally
knowledge	<ul style="list-style-type: none"> <li>- Have specialist knowledge in their own area of teaching</li> <li>- Update their domain specific knowledge and skills continuously</li> </ul>	<p>In possession of advanced specialized knowledge and critical insight in theories and principles of a profession, knowledge domain and broad science discipline.</p> <p>In possession of broad, integrated knowledge and understanding of the size, the most important domains and borders of a profession, knowledge domain and broad science discipline.</p> <p>In possession of knowledge and understanding of some important actual subjects and specialties related to the profession, knowledge domain and broad science discipline.</p>
applying knowledge	<ul style="list-style-type: none"> <li>- Apply the specialist didactics in their own area of teaching</li> <li>- Manage group dynamics</li> <li>- Handle conflicts</li> <li>- Tailor teaching offers for the needs of specific target groups</li> <li>- Plan teaching offers according with the resources available (time, space, equipment, etc.)</li> <li>- Have a broad repertoire of methods at their disposal (DM)</li> <li>- Make use of the participants' life experience in the teaching activities</li> <li>- Enable learners to apply what they have learned (SR)</li> <li>- Design the structure of their teaching offer (in terms of content and time)</li> <li>- Apply old and new media (including the use of technology)</li> <li>- Apply knowledge of suitable methods and techniques</li> <li>- Be able to transfer theory into practical experience and skills using different types of teaching devices</li> </ul>	<p>Reproduces and analyses the knowledge and applies it, also in other context, in a way that this shows a professional and scientific approach in vocation and domain of knowledge.</p> <p>Applies complex specialized skills on the outcomes of research.</p> <p>Is able with supervision to finish on the basis of methodological knowledge an applied research.</p> <p>Adduces argumentations and deepens them. Evaluates and combines knowledge and insights from a specific domain in a critical manner.</p> <p>Signals the limitations of existing knowledge in the practice of the profession and in the knowledge domain and undertakes action.</p> <p>Analyses complex vocational and scientific tasks and executes them.</p>
problem-solving	<ul style="list-style-type: none"> <li>- Understand the various interests in the context of adult's</li> </ul>	Recognizes and analyses complex problems in the vocational

abilities	<p>learning</p> <ul style="list-style-type: none"> <li>- Assess the needs of the learner</li> <li>- Analyze learning barriers of the learner</li> <li>- Be able to process complex information</li> <li>- Recognise and build upon learners' prior learning</li> </ul>	practice and in the knowledge domain and solves them tactically, strategically and creatively by identifying and using information and data.
learning and development skills	<ul style="list-style-type: none"> <li>- Orientate themselves to the needs of participants</li> <li>- Make use of their own life experience within the learning environment</li> <li>- Recognize their own learning needs</li> <li>- Set their own learning goals</li> <li>- Be curious</li> <li>- Be creative</li> <li>- Be flexible</li> <li>- Reflect their own professional role</li> <li>- Evaluate their own practice</li> <li>- Be self-assured</li> <li>- Be committed to their own professional development</li> <li>- Cope with criticism</li> <li>- See different perspectives</li> <li>- Engage in collaborative practice with peers (observation of practice, engagement in communities of practice, sharing of good practice)</li> <li>- Be a self-reflective learner</li> </ul>	Develops by self-reflection and self-assessment of own (learning) results.
information processing skills	<ul style="list-style-type: none"> <li>- Monitor the learning process</li> <li>- Evaluate the learning outcomes</li> <li>- Diagnose the learners' learning capacity</li> <li>- Assess the entry-level of learners</li> <li>- Evaluate the outcome of learning processes</li> <li>- Monitor the learning processes of learners</li> </ul>	Gathers and analyses in a responsible, critical broad way, deepened and detailed vocation related or scientific information on a limited range of basic theories, principles and concepts of and related to a vocation or knowledge domain, as well as limited information on some important actual subjects and specialisms related to the vocation and knowledge domain and presents this information.
communication skills	<ul style="list-style-type: none"> <li>- Communicate clearly (in groups)</li> <li>- Motivate</li> <li>- Inspire</li> </ul>	Communicates goal-directed on the basis of the context relevant and the vocational practice valid conventions with fellows, specialists and non-specialists, leaders and clients.

	<ul style="list-style-type: none"> <li>- Support informal learning</li> <li>- Stimulate the active role of learners</li> <li>- Provide support to the individual learner</li> <li>- Create a safe learning atmosphere (not intimidating)</li> <li>- Encourage learners to take over responsibility for their future learning processes</li> <li>- Encouraging collaborative learning among learners</li> <li>- Listen actively</li> <li>- Be available/accessible to learners</li> </ul>	
responsibility and independency	<ul style="list-style-type: none"> <li>- Update their domain knowledge and skills autonomously</li> </ul>	<p>Works together with fellows, specialists and non-specialists, leaders and clients.</p> <p>Takes responsibility for the results of the own work and learning and the results of the work of others.</p> <p>Takes shared responsibility with respect to the management of processes and the professional development of persons and groups.</p> <p>Gathers and interprets relevant information and data with the purpose to form an opinion that is also based on the consideration of social-societal, vocational, scientific and ethical aspects</p>

### **2.3.4 Poland**

Among the Polish experts the view prevailed that a strong personality is the most important personal quality for an adult learning facilitator. This is reflected in the Polish proposal for a qualification framework which foresees three competence areas:

- Personal qualities and social competences: (to be emotional stable, to be empathic, to be open-minded, to be able to reflect own emotions, to be able to recognize one's own strengths and weaknesses, to inspire learners, to communicate clearly)
- Interdisciplinary pedagogical and didactical-methodological knowledge (to have specialist knowledge in their own area of teaching and in the neighbouring disciplines, to have a variety of methods, to support formal and informal learning)
- Monitoring and assessment of learning (to assist learners to record their own process of learning, coach learners, assess the needs of the learner, evaluate the learning outcomes).

The Polish experts stressed very much the need for more detailed specifications of a competence model for Adult Learning Facilitators according to work contexts and target groups of the professionals.

While recognising in principle the usefulness of generic national and international competence models the Polish experts warned against the danger of too far-reaching unification if the generic competence model is not supplemented by additional context specific models.

# National Qualification Framework for Adult Learning Professionals

## Proposal for the Polish Context

<b>I. Personal quality and social competences</b>
<b>Knowledge - Level 5:</b> Adult learning facilitators are able to self-reflection and self-evaluation, to reflect their limits, to deal with stress. They have theoretical knowledge of psychology. They are able to identify the own role in the teaching – learning process and to build a constructive relationship with the learners.
<b>Knowledge - Level 6:</b> Adult learning facilitators have advanced knowledge of methods of self-reflection, self-evaluation, in the field of psychology and methods to overcome one’s limits. They are able to build a dynamic relationship with the learners and reflect the relations constantly.
<b>Skills – Level 5:</b> Adult learning facilitators are able to reflect their action, to plan their own vocational development, to learn new teaching-learning methods and modify their communication methods with the learners.
<b>Skills – Level 6:</b> Adult learning facilitators are able to critically reflect on their own professional development in a wider social context of learning. They are able to act with different target groups and several topics.
<b>Competence - Level 5:</b> Adult learning facilitators are able to reflect and evaluate their own professional action.
<b>Competence – Level 6:</b> Adult learning facilitators are able to take responsibility for their own professional development and the development of learners.
<b>II. Interdisciplinary pedagogical and didactical – methodological knowledge</b>
<b>Knowledge – Level 5:</b> Adult learning facilitators have interdisciplinary theoretical knowledge in the field of pedagogical and social sciences and knowledge about teaching methods, specific needs of different groups and using of different learning media.
<b>Knowledge – Level 6:</b> Adult learning facilitators have advanced interdisciplinary theoretical knowledge in the field of pedagogical, social and political sciences. They are able to create innovative learning situations based on new didactic and methodological methods.

<p><b>Skills – Level 5:</b> Adult learning facilitators are able to transfer their interdisciplinary, pedagogical and didactical – methodological knowledge into the teaching – learning process, to act in a structured way and to use different learning media.</p>
<p><b>Skills - Level 6:</b> Adult learning facilitators have advanced skills and experience in transferring their interdisciplinary, pedagogical and didactical – methodological knowledge in an innovative way into the teaching – learning processes of different target groups and modify their didactical – methodological action in dependency of the learning progress and learners needs.</p>
<p><b>Competence – Level 5:</b> Adult learning facilitators are able to manage and evaluate the transfer of their interdisciplinary, pedagogical and didactical – methodological knowledge into the teaching – learning process, to monitor and evaluate the learners' progress and to learn new trends in adult education.</p>
<p><b>Competence – Level 6:</b> Adult learning facilitators have knowledge and experience in transferring their knowledge in a creative way into a variety of teaching – learning processes of different target groups. They have the ability to support the learners' development.</p>
<p><b>III. Monitoring and assessment of learning</b></p>
<p><b>Knowledge – Level 5:</b> Adult learning facilitators have knowledge about the needs and specifics of different target groups. They are able to research the needs, to motivate and support learners in different formal and informal learning contexts. They use to deal flexible with learning strategies</p>
<p><b>Knowledge – Level 6:</b> Adult learning facilitators have advanced knowledge about the teaching – learning processes, about the needs and specifics of different target groups and research of them. They have the ability to make use of this knowledge. They also have experience in handling learning barriers and supporting learners to succeed.</p>
<p><b>Skills – Level 5:</b> Adult learning facilitators are able to make use of psychological knowledge and different learning strategies, to recognize learning barriers, to provide learning advice and manage the development of learners.</p>
<p><b>Skills – Level 6:</b> Adult learning facilitators have experience in supporting different target groups. They are able to make use of advanced psychological knowledge, to overcome learning barriers and to reflect critically the use of learning strategies.</p>

**Competence – Level 5:** Adult learning facilitators have the ability to support learning processes of individuals and groups, to inspire and motivate the learners, to overcome the barriers and to provide educational advice.

**Competence - Level 6:** Adult learning facilitators have experience in supporting and managing learning processes of different target groups.

### 2.3.5 Romania

In discussing a concept for a Romanian sectoral Qualification Framework for Adult Learning Facilitators the experts took as an important reference point the recent Education Law stipulations 1/2011, Title V – Lifelong learning, art. 324 align (1) and (2) regarding:

- Determination of adult educator' status
- The initial and continuing professional development of adult educator
- Career pathways for adult educators

The experts concluded that the opportunity of professional training of adult educators and the need for developing a coherent system for initial and continuing professional development for adult learning staff was the major prerequisite in assuring the quality of adult training.

Such a system should be developed as a flexible framework with an integrative approach that can offer a minimum guidance. The national qualification framework should be linked to the EQF as this would increase the Romanian adult learning facilitators' mobility across Europe.

With a view to establishing a national system and framework of qualifications, the Romanian experts set up a proposal which defines basic professional requirements in terms of knowledge, skills and competence regarding eight areas as well as a number of transversal competencies.

## **National Qualification Framework for Adult Learning Professionals Proposal for the Romanian Context**

<b>Units of competence</b>	<b>Knowledge</b>	<b>Skills</b>	<b>Competence</b>
Preparation/ planning of training	Basic knowledge and understanding of the domain/ occupational area and of the whole training programme	Communication skills, using an adequate language for the educational level of adult learners Make use of previous life experiences of adult learners Applying knowledge in practice	Definition of training objectives Designing and organizing training activities Organizing learning settings Preparing the training materials
Realization/ implementation of training	Knowledge of basic training methods	Analyzing, objective interpretation, decision making Persuasive communication Techniques of problem/conflict solving	Motivating adult learners Access and progression of learners Problem/conflict solving Offering feedback
Assessment of learners' acquisitions/ competences	Knowledge of specific occupational domain/ area of activity Knowledge of evaluation of competences regulation Knowledge of assessment methodology – techniques, methods, procedures	Analyzing, objective interpretation, decision making	Applying evaluation tools and methods Organizing evaluation sessions Recording of assessment outcomes Elaboration of report on training activity/ programme Monitoring and assessment of learning processes
Applying the specific adult training methods and techniques	Knowledge of specific occupational domain/ area of activity Comprehensive knowledge of training methodology Knowledge of active listening techniques, offering feedback and persuasive communication Knowledge of using technology/ new media (modern techniques of information and communication)	Analyzing, objective interpretation, decision making Appropriateness of media and messages to specific target groups Use modern information and communication technologies	Encouraging of learners' self-reflection and self-professional development Promote and encourage teamwork and collaborative learning among learners Cooperate with other adult learning facilitators and other categories of staff involved in adult education field Flexible approach of learning settings Development of adult learners' transversal competences
Training programme	Knowledge of	Analyzing, objective	Identify organizational

marketing	continuing national training system and relevant legislation Knowledge of need analysis methods Knowledge of educational marketing (realizing of market research)	interpretation, decision making Appropriateness of media and messages to specific target groups	training needs Promote training programs offers on the market
Training programme planning	Knowledge of continuing national training system and relevant legislation Knowledge of need analysis methods Knowledge of educational marketing (realizing of market research) Knowledge of training methodology	Analyzing, objective interpretation, decision making Appropriateness of media and messages to specific target groups	Setting training goals and objectives Plan teaching offers according with the available resources Elaborate support materials for training Establish the strategy and build the training programme
Organization of programme training	Knowledge of materials and equipments needed for planned training activity Knowledge of training methodology	Analyzing, objective interpretation, decision making	Tailor teaching offers to the needs of specific target groups Build up the working team Providing additional facilities (in accordance with contractual provisions)
Evaluation, review and quality assurance of training programme	Knowledge of occupational area/ domain of activity Knowledge of training methodology Knowledge of assessment training programmes	Analyzing, objective interpretation, decision making	Development assessment portfolio Evaluate the efficiency of training programmes Review and reshaping of the training programmes Develop, implement and promote quality assurance measures
<b>transversal competences</b>	Autonomy and responsibility Social interaction Continuing personal and professional development Teamwork Communication skills Using media Problem solving skills Decision making Initiative and entrepreneurial skills A self-reflective learner (continuously) Respect and development of professional ethics Intercultural skills		

### 2.3.6 Sweden

In Sweden, the task of transforming the list of the Delphi grounded core competencies into concepts for a national qualification framework linked to the European Qualifications Framework (EQF) proved fairly tricky, since the EQF is not yet very present in the public discourse. A National Qualification Framework is currently being developed, a draft is available. But this activity still seems to be a concern mainly for state administrators and has not made any impression on the public debate or the current education policy.

When discussing the concept for a sectoral Qualification Framework for Adult Learning Facilitators there was a high amount of consensus among the Swedish experts that an adult learning facilitators' qualification should correspond to level 6 of the EQF.

Similar to the German case the Swedish concept regroups the nine core competencies resulting from the Delphi research in three areas which can be related to the three sides of the „didactic triangle“. The focus is, respectively, on

- the learner
- the community
- the subject

The Swedish concept uses the descriptors knowledge, skills and competence on level 6 in the Swedish NQF. It covers all items which have been confirmed as essential by the Delphi research; however, some of the items have been renamed to make them more understandable to the Swedish context.

## Concept for a qualification framework for adult learning facilitators in Sweden

(based on the Swedish NQF)

Domain	Knowledge	Skills	Competence
<p>1. "Prerequisites for the profession " <b>(Focus on the learner)</b></p>	<p><b>Advanced knowledge - experience-based and/or theoretical - and understanding of the human being and development.</b></p> <p><b>Have basic knowledge of the area's established methods of knowledge development and production</b></p> <p><u>Subjects:</u> Developmental and social psychology Philosophy of ethics Educational sciences with focus on adult learning theories, learning processes and methods</p> <p><b>General didactics</b></p>	<p><b>Identify, formulate and solve problems and implement information in a timely manner</b></p> <ul style="list-style-type: none"> <li>• Be open minded</li> <li>• Be attentive</li> <li>• Be empathic</li> <li>• Be authentic</li> <li>• Be creative</li> <li>• Be emotionally stable</li> <li>• Be able to process complex information</li> <li>• Be self-confident</li> <li>• Manage group dynamics Communicate clearly</li> <li>• Listen actively</li> <li>• Act in an intercultural /multicultural environment</li> <li>• Promote, reflect and act according to democratic principles within the learning context (give priority to democratic principles in all activities)</li> <li>• Learn how learners learn, adjust to their learning needs, and encourage them to take responsibility for their learning</li> <li>• Create a safe learning atmosphere</li> <li>• Be flexible</li> <li>• Stimulate the learners active participation</li> <li>• Have a broad repertoire of methods at their disposal</li> <li>• Encourage collaborative learning among learners</li> <li>• Apply old and new media</li> <li>• Apply adult learning theory in teaching</li> <li>• Make use of the participants' life experience in the teaching activities</li> </ul>	<p><b>Act responsibly and independently</b></p> <p>Emotional and social Managerial Pedagogical (pedagogy = <i>The art or profession of teaching</i>).</p>

		<ul style="list-style-type: none"> <li>• Monitor and evaluate the quality of the delivery of teaching offers</li> </ul>	
2. Cooperation with the surrounding community ( <b>Focus on the Community</b> )	<p>Subjects: See above</p>	<ul style="list-style-type: none"> <li>• Understand the various interests in the context of adults' learning (understand what learners and stakeholders in ACE want/need/aim at)</li> <li>• (Net)work together with a variety of stakeholders</li> <li>• See their own specialist domain (the subject that is taught) in a wider societal context</li> <li>• Engage in collaborative practice with peers (observation of practice, engagement in communities of practice, sharing of good practice)</li> </ul>	<p>Co-operative Social and cultural awareness</p>
3. Subject knowledge, assessment of learning processes and professional development ( <b>Focus on the Subject</b> )	<p>Have specialist knowledge in their own area of teaching <u>Subjects:</u> Areas/disciplines of teaching <b>Subject didactics</b></p>	<ul style="list-style-type: none"> <li>• Update their domain specific knowledge continuously and autonomously</li> <li>• Have knowledge in neighbouring disciplines of their own area of expertise</li> <li>• Know about the societal relevance of their area of expertise</li> <li>• Orientate themselves to the needs of the participants</li> <li>• Make use of their own life experience within the learning environment (experience in life, work and adult education)</li> <li>• Recognise their own learning needs</li> <li>• Reflect upon their own professional role</li> <li>• Be self-assured</li> <li>• Be a self-reflective learner</li> <li>• Be in a constant exchange with research (in the field of adult and continuing education)</li> <li>• Be able to transfer theory into practical</li> <li>• Be in a constant exchange with other teachers/trainers experience and skills using different types of teaching devices</li> <li>• Cope with criticism</li> </ul>	<p>Willingness to learn, to know, to improve (personally and professionally) Reflective and flexible</p>

### 2.3.7 UK

The concept of a framework of competencies for teaching professionals in the lifelong learning sector is not new to the UK, which saw comprehensive professionalisation in 2007. Since that time, and over the course of the QF2TEACH project, the area has again seen some transformation and, alongside the closure of Lifelong Learning UK (the sector skills council) earlier this year<sup>16</sup>, is again in a process of revising the expectations surrounding initial teacher education in lifelong learning.

At the top level, the UK National Occupational Standards identify six ‘domains’, whereas QF2TEACH identifies three, aligned to the EQF, and at this level some superficial commonality can be seen:

QF2Teach	UK National Occupational Standards
Domain A: Personal development and development of the "Professional self"	Domain A: Professional values and practice
Domain B: Contents and Didactics	Domain B: Learning and teaching
	Domain C: Specialist learning and teaching
	Domain D: Planning for learning
Domain C: Assistance for Learners	Domain E: Assessment for learning
	Domain F: Access and progression

The UK domains, whilst not dissimilar to those identified by QF2TEACH, are at a more devolved level of analysis (and in many respects are more reflective of the initial QF2Teach ‘core-competences’) and therefore somewhat complicate direct comparison at this stage. Equally, the UK framework incorporates the notion of ‘values’, an area heavily implied within the ‘core-competences’, though not necessarily explicated within the QF2TEACH framework.

#### Areas of difference:

Whilst, overall, there is clearly a strong and visible commonality between the content of the standards in the UK and the transnational outcomes of QF2TEACH, there are also some very specific differences. Beyond the structural and semantic distinctions, the key areas are as follows:

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<sup>16</sup> Whilst LLUK no longer exists, its responsibilities have been transferred to other organisations.

- In the UK Subject specialism is not embedded in a single skills-development framework.
- in the UK are formally required to have a minimum core skill-set in the area of basic skills (Language, literacy and numeracy) in order to support the wider needs of the learner
- The UK focuses upon wider legislation such as Equality and Diversity, Health and Safety, and Sustainable Development
- There is a greater emphasis upon learner-centricism embedded in the language used to articulate the UK standards, whereas QF2TEACH leans towards a practitioner-focus.
- The language of the UK standards does not seek to deal with characteristics internal to the practitioner („personal qualities“) as the QF2TEACH model does.
- The UK standards are not level-specific but open to translation.
- The role of new and emerging technologies is considered critical to learning in the UK. This emphasis is given greater importance within the QF2TEACH framework

Concerning the development of a national qualification framework on the basis of the QF2TEACH results the UK experts made the following observations:

From a UK perspective, the initial framework developed through QF2TEACH offers a strong basis from which to conduct further development work, not least through the inclusion of wider national perspectives across the European Union. One of the limitations of the current framework is that, in order to be meaningfully mapped to the UK overarching national occupational standards (NOS) for teachers, tutors and trainers in the lifelong learning sector<sup>17</sup>, further empirically-derived development would be required of the ‘knowledge’, ‘skills’ and ‘competence’ sections within the QF2TEACH framework.

For the UK, this type of framework needs also to be adaptable to level 4. We would suggest therefore that, rather than investing effort in mapping to specific levels, further development is focussed upon the articulation of generic descriptive of knowledge and skills that can then be adapted nationally, as required. This level-mapping, however, ought properly to occur at the stage when the framework is sufficiently conceptually developed to allow for such interpretation.

It should be noted that the UK presents something of a unique context as there are already formalised standards in place. It is critical, therefore, that any framework is

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<sup>17</sup> <http://collections.europarchive.org/tna/20110214161207/http://www.lluk.org/wp-content/uploads/2010/11/new-overarching-standards-for-ttt-in-lifelong-learning-sector.pdf>

sufficiently flexible to allow mapping to and development, rather than contraction of, these existing standards.

### **2.3.8 Switzerland**

In Switzerland, train-the-trainer system for Adult Learning Facilitators exists already which is well established throughout the country and which therefore acts as a kind of implicit reference qualification framework. The Swiss experts were therefore not so much interested in developing a completely new Swiss sectoral qualification framework for Adult Learning, but rather in the following two questions:

1. What does the competence catalogue that was developed empirically through the Delphi study mean with regard to the qualification profiles and practical needs in Switzerland?
2. Is there a need for amendments in the Swiss modular train-the-trainer system? Or: Did the Delphi study identify any competences that are relevant to adult learning professionals but are not represented in the current qualification profiles in Switzerland?

According to the experts some aspects of the Delphi study can be used to improve the Swiss system

- Generally, the results reflect the existing Swiss system. As far as the competence domains are regarded, the Delphi study indicates thus no fundamental need for amendments. Anyway, the study gives some suggestions for the further development of specific competences, i.e. counselling (Lernberatung) or the use of social media.
- The strong emphasis on practice, didactics and methodology leaves relatively little space for «pure» theory in the Swiss train-the-trainer system, given the limited length of the training. The experts would generally support the reevaluation of theory within the training system, if this should prove feasible within the duration of training.
- In the long term it might be reasonable to develop a specific focus in the area of counselling/monitoring and establish respective training courses in the Swiss system.

## **From the competence catalogue to Ideal Profile Models of Adult Learning Facilitators**

The experts suggest that the study results (the catalogue of core competencies) should be used to design an *ideal profile model* of adult learning professionals in different (2-3) roles or functions. Additionally, the competences included in the ideal profile should be related to an acknowledged concept of competence and to the EQF levels. According to this proposition, the profile model should be based on the competences that proved most important in the Delphi study. Scenario planning could be used as a method to develop the profiles. The aim of the profiles would be to show exemplarily how a good facilitator is supposed to work, act or react in different situations and professional roles, for instance as a teacher or as a coach with mainly counselling tasks.

The experts imagine a twofold profit of ideal profile models:

- First, this would be an additional, new instrument that could be used by train-the-trainer institutions within their courses to demonstrate the professional profile or to design training and test situations.
- Second, the profile could be used as an evaluation tool by train-the-trainer providers. It could show the different levels on which adult learning professionals can be assessed. And it would help to create individual monitoring grids for specific target groups.

Since ideal profile models would have to be country specific, they might also help to outline and concretize the differences in the train-the-trainer systems or cultures at international level.

The Swiss experts see an ideal profile model as a reasonable and helpful contribution to the further development of education and training for adult learning professionals in Switzerland.

## Appendix: Scores obtained by individual competencies in the second wave of the Delphi survey

(Question: Should competency x be included in the catalogue of core competences or not?)

Item	Overall 'yes' (N=202) (%)	DE 'yes' (N=19) (%)	IT 'yes' (N=15) (%)	NL 'yes' (N=36) (%)	PL 'yes' (N=19) (%)	RO 'yes' (N=51) (%)	SE 'yes' (N=21) (%)	UK 'yes' (N=10) (%)	CH 'yes' (N=31) (%)
<b>Personal Qualities</b>									
Be open minded (overall n=200, missing=2)	190 (95.0%)	17 (1) (94.4%)	14 (93.3%)	34 (94.4%)	18 (94.7%)	50 (1) (100.0%)	20 (95.2%)	10 (100.0%)	27 (87.1%)
Be emotionally stable (overall n=197, missing=5)	164 (83.2%)	17 (89.5%)	12 (80.0%)	31 (86.1%)	18 (94.7%)	40 (5) (87.0%)	17 (81.0%)	6 (60.0%)	23 (74.2%)
Be attentive (overall n=193, missing=9)	166 (86.0%)	15 (2) (88.2%)	12 (80.0%)	30 (83.3%)	15 (1) (83.3%)	37 (6) (82.2%)	20 (95.2%)	10 (100.0%)	27 (87.1%)
Be empathic (overall n=195, missing=7)	170 (87.2%)	17 (1) (94.4%)	14 (93.3%)	32 (1) (91.4%)	16 (84.2%)	41 (5) (89.1%)	18 (85.7%)	7 (70.0%)	25 (80.6%)
Be authentic (overall n=195, missing=7)	168 (86.2%)	17 (1) (94.4%)	10 (1) (71.4%)	33 (91.7%)	19 (100.0%)	36 (4) (76.6%)	20 (95.2%)	7 (1) (77.8%)	26 (83.9%)
* Be passionate (overall n=186, missing=16)	125 (67.2%)	9 (3) (56.2%)	13 (1) (92.9%)	20 (2) (58.8%)	17 (1) (94.4%)	36 (6) (80.0%)	11 (52.4%)	4 (40.0%)	15 (53.6%)
* Be able to process complex information (overall n=196, missing=6)	179 (91.3%)	16 (2) (94.1%)	14 (93.3%)	31 (1) (88.6%)	19 (100.0%)	48 (2) (98.0%)	16 (76.2%)	6 (60.0%)	29 (96.7%)
* Be creative (overall n=199, missing=3)	175 (87.9%)	14 (1) (77.8%)	14 (93.3%)	31 (1) (88.6%)	18 (94.7%)	45 (2) (91.8%)	18 (85.7%)	9 (90.0%)	23 (74.2%)
* Be self-confident (overall n=189, missing=13)	160 (84.7%)	16 (1) (88.9%)	9 (1) (64.3%)	29 (1) (82.9%)	14 (2) (82.4%)	44 (5) (95.7%)	16 (76.2%)	8 (1) (88.9%)	24 (2) (82.8%)
<b>Interpersonal behaviour and communication with learners</b>									
Be communicate clearly (overall n=198, missing=4)	195 (98.5%)	17 (2) (100.0%)	15 (100.0%)	34 (1) (97.1%)	19 (100.0%)	49 (1) (98.0%)	20 (95.2%)	10 (100.0%)	31 (100.0%)
Manage group dynamics (overall n=199, missing=3)	194 (97.5%)	18 (1) (100.0%)	13 (1) (92.9%)	33 (91.7%)	19 (100.0%)	50 (1) (100.0%)	20 (95.2%)	10 (100.0%)	31 (100.0%)

Item	Overall 'yes' (N=202) (%)	DE 'yes' (N=19) (%)	IT 'yes' (N=15) (%)	NL 'yes' (N=36) (%)	PL 'yes' (N=19) (%)	RO 'yes' (N=51) (%)	SE 'yes' (N=21) (%)	UK 'yes' (N=10) (%)	CH 'yes' (N=31) (%)
Handle conflicts (overall n=197, missing=5)	170 (86.3%)	18 (1) (100.0%)	13 (86.7%)	28 (77.8%)	15 (1) (94.7%)	43 (3) (89.6%)	17 (81.0%)	9 (90.0%)	27 (87.1%)
Motivate (overall n=199, missing=3)	178 (89.4%)	18 (94.7%)	14 (93.3%)	32 (94.1%)	19 (100.0%)	46 (1) (92.0%)	17 (81.0%)	10 (100.0%)	22 (71.0%)
Inspire (overall n=194, missing=8)	163 (84.0%)	17 (1) (94.4%)	12 (80.0%)	27 (1) (77.1%)	17 (1) (94.4%)	39 (4) (83.0%)	18 (85.7%)	9 (90.0%)	24 (1) (80.0%)
Promote, reflect and act according to democratic principles within the learning context (give priority to democratic principles in all activities) (overall n=193, missing=9)	152 (78.8%)	14 (1) (77.8%)	13 (1) (92.9%)	21 (2) (61.8%)	13 (2) (76.5%)	43 (3) (89.6%)	20 (95.2%)	10 (100.0%)	18 (58.1%)
* Act in an intercultural/multicultural environment (overall n=195, missing=7)	172 (88.2%)	16 (84.2%)	13 (86.7%)	24 (1) (68.6%)	16 (1) (88.9%)	48 (3) (100.0%)	21 (100.0%)	9 (1) (100.0%)	25 (1) (83.3%)
* Negotiate (overall n=190, missing=12)	130 (68.4%)	11 (3) (68.8%)	13 (2) (100.0%)	12 (1) (34.3%)	13 (68.4%)	38 (6) (84.4%)	14 (66.7%)	7 (70.0%)	22 (71.0%)
* Communicate with regard to high social and linguistic skills (overall n=192, missing=10)	147 (76.6%)	14 (2) (82.4%)	12 (1) (85.7%)	26 (72.2%)	15 (1) (83.3%)	37 (4) (78.7%)	16 (76.2%)	6 (1) (66.7%)	21 (1) (70.0%)
* Act persuasively (overall n=183, missing=19)	106 (57.9%)	10 (3) (62.5%)	8 (1) (57.1%)	14 (3) (42.4%)	12 (2) (70.6%)	29 (7) (65.9%)	8 (38.1%)	7 (1) (77.8%)	18 (1) (62.1%)
* Listen actively (overall n=197, missing=5)	188 (95.4%)	16 (1) (88.9%)	15 (100.0%)	33 (91.7%)	18 (1) (100.0%)	47 (3) (97.9%)	19 (90.5%)	10 (100.0%)	30 (96.8%)
* Be available/accessible to learners (overall n=196, missing=6)	181 (92.3%)	15 (1) (83.3%)	13 (1) (92.9%)	31 (86.1%)	17 (1) (94.4%)	49 (98.0%)	20 (95.2%)	9 (90.0%)	27 (2) (93.1%)
<b>Cooperate with the external environment</b>									
Understand the various interests in the context of adults' learning (understand what learners and stakeholders in ACE want/need/aim at) (overall n=202, missing=0)	198 (98.0%)	19 (100.0%)	14 (1) (100.0%)	34 (94.4%)	19 (100.0%)	50 (98.0%)	21 (100.0%)	9 (90.0%)	31 (100.0%)
(Net)work together with a variety of stakeholders (overall n=195, missing=7)	167 (85.6%)	17 (1) (94.4%)	15 (100.0%)	28 (1) (80.0%)	16 (84.2%)	41 (4) (87.2%)	19 (90.5%)	8 (80.0%)	24 (1) (80.0%)
See their own specialist domain (the subject that is taught) in a wider societal context (overall	190 (97.4%)	18 (94.7%)	14 (1) (100.0%)	36 (100.0%)	18 (1) (100.0%)	45 (5) (97.8%)	21 (100.0%)	9 (90.0%)	29 (93.5%)

Item	Overall 'yes' (N=202) (%)	DE 'yes' (N=19) (%)	IT 'yes' (N=15) (%)	NL 'yes' (N=36) (%)	PL 'yes' (N=19) (%)	RO 'yes' (N=51) (%)	SE 'yes' (N=21) (%)	UK 'yes' (N=10) (%)	CH 'yes' (N=31) (%)
n=195, missing=7)									
* Engage in collaborative practice with peers (observation of practice, engagement in communities of practice, sharing of good practice) (overall n=200, missing=2)	182 (91.0%)	16 (84.2%)	14 (93.3%)	30 (1) (85.7%)	19 (100.0%)	49 (96.1%)	20 (95.2%)	9 (90.0%)	25 (1) (83.3%)
<b>Planning and management</b>									
Tailor teaching offers to the needs of specific target groups (overall n=195, missing=7)	183 (93.8)	17 (89.5%)	12 (2) (92.3%)	32 (1) (91.4%)	18 (94.7%)	47 (3) (97.9%)	20 (95.2%)	9 (90.0%)	28 (1) (93.3%)
Plan teaching offers according with the resources available (time, space, equipment, etc.) (overall n=198, missing=4)	187 (94.4%)	19 (100.0%)	14 (93.3%)	32 (2) (94.1%)	16 (84.2%)	49 (2) (100.0%)	18 (85.7%)	10 (100.0%)	29 (93.5%)
Design the structure of their teaching offers (in terms of content, time and distance) (overall n=196, missing=6)	184 (93.9%)	18 (1) (100.0%)	14 (93.3%)	29 (2) (85.3%)	15 (2) (88.2%)	48 (1) (96.0%)	20 (95.2%)	9 (90.0%)	31 (100.0%)
Conceptualise their teaching offers in terms of learner achievement (overall n=196, missing=6)	178 (90.8%)	17 (1) (94.4%)	14 (93.3%)	33 (2) (97.1%)	13 (1) (72.2%)	47 (2) (95.9%)	17 (81.0%)	10 (100.0%)	27 (87.1%)
Promote their own teaching/learning facilitation offers on the market (overall n=191, missing=11)	114 (59.7%)	14 (1) (77.8%)	11 (1) (78.6%)	11 (1) (31.4%)	12 (1) (66.7%)	33 (5) (71.7%)	10 (47.6%)	8 (80.0%)	15 (2) (51.7%)
Monitor and evaluate the quality of the delivery of teaching offers (overall n=196, missing=6)	166 (84.7%)	17 (1) (94.4%)	9 (60.0%)	27 (2) (79.4%)	16 (84.2%)	43 (2) (87.8%)	20 (95.2%)	10 (100.0%)	24 (1) (80.0%)
* Lead a working team/an organization (overall n=189, missing=13)	105 (55.6%)	8 (3) (50.0%)	10 (1) (71.4%)	9 (2) (26.5%)	11 (1) (61.1%)	34 (4) (72.3%)	13 (61.9%)	6 (60.0%)	14 (2) (48.3%)
* Use social media to support marketing – the use of social media to call attention to oneself AND/OR to promote the learning offer (overall n=193, missing=9)	132 (70.2%)	8 (3) (50.0%)	11 (73.3%)	11 (1) (31.4%)	16 (84.2%)	37 (2) (75.5%)	9 (42.9%)	7 (70.0%)	15 (3) (53.6%)
* Develop and compile dossiers and portfolios (overall n=193, missing=9)	114 (59.1%)	9 (2) (52.9%)	13 (1) (92.9%)	16 (2) (47.1%)	15 (1) (83.3%)	38 (5) (82.6%)	13 (61.9%)	8 (80.0%)	20 (3) (71.4%)
* Recognise and build upon learners' prior learning (overall n=194, missing=8)	173 (89.2%)	12 (3) (75.0%)	14 (93.3%)	32 (1) (91.4%)	13 (1) (72.2%)	47 (2) (95.9%)	20 (95.2%)	10 (100.0%)	25 (1) (83.3%)
* Develop and implement quality assurance	149	13 (3)	14	13 (1)	15 (1)	42 (3)	18	10	24 (3)

Item	Overall 'yes' (N=202) (%)	DE 'yes' (N=19) (%)	IT 'yes' (N=15) (%)	NL 'yes' (N=36) (%)	PL 'yes' (N=19) (%)	RO 'yes' (N=51) (%)	SE 'yes' (N=21) (%)	UK 'yes' (N=10) (%)	CH 'yes' (N=31) (%)
measures (overall n=191, missing=11)	(78.0%)	(81.2%)	(93.3%)	(37.1%)	(83.3%)	(87.5%)	(85.7%)	(100.0%)	(85.7%)
* Transfer subject knowledge to industry partners (i.e. the economic sector) (overall n=188, missing=14)	107 (56.9%)	8 (2) (47.1%)	10 (1) (71.4%)	9 (1) (25.7%)	15 (1) (83.3%)	36 (6) (80.0%)	8 (1) (40.0%)	7 (70.0%)	14 (2) (48.3%)
<b>Access and progression learners</b>									
Encourage learners to take over responsibility for their future learning processes (overall n=200, missing=2)	191 (95.5%)	18 (94.7%)	15 (100.0%)	34 (94.4%)	19 (100.0%)	49 (2) (100.0%)	20 (95.2%)	10 (100.0%)	26 (83.9%)
Analyse typical barriers that may be face by adults returning to learning (overall n=199, missing=3)	188 (94.5%)	19 (100.0%)	14 (93.3%)	34 (94.4%)	17 (89.5%)	48 (2) (98.0%)	19 (1) (95.0%)	9 (90.0%)	28 (90.3%)
Assess the entry-level of learners (overall n=193, missing=9)	179 (92.7%)	15 (3) (93.8%)	14 (1) (100.0%)	33 (1) (94.3%)	14 (73.7%)	47 (3) (97.9%)	19 (90.5%)	10 (100.0%)	27 (90.0%)
Refer learners to information about different external support structures (e.g. grants, childcare) (overall n=192, missing=10)	128 (66.7%)	12 (2) (70.6%)	11 (2) (84.6%)	15 (2) (44.1%)	17 (89.5%)	35 (4) (74.5%)	11 (52.4%)	10 (100.0%)	17 (54.8%)
Provide information about further learning opportunities in relation to own specialist area (overall n=195, missing=7)	171 (87.7%)	17 (89.5%)	13 (1) (92.9%)	27 (1) (77.1%)	15 (1) (83.3%)	46 (3) (95.8%)	18 (85.7%)	10 (100.0%)	25 (1) (83.3%)
* Adopt/adjust to different groups/levels/cultures (equality and diversity) within their professional practice and through effective differentiation (incl. support for disability) (overall n=200, missing=2)	179 (89.5%)	14 (73.7%)	15 (100.0%)	31 (86.1%)	17 (89.5%)	49 (1) (98.0%)	18 (1) (90.0%)	10 (100.0%)	25 (80.6%)
<b>Subject-related, specialist domain</b>									
Have specialist knowledge in their own area of teaching (overall n=198, missing=4)	186 (93.9%)	18 (1) (100.0%)	11 (1) (78.6%)	32 (88.9%)	18 (94.7%)	48 (1) (96.0%)	20 (95.2%)	10 (100.0%)	29 (1) (96.7%)
Update their domain specific knowledge continuously and autonomously (overall n=199, missing=3)	193 (97.0%)	18 (1) (100.0%)	15 (100.0%)	33 (91.7%)	18 (94.7%)	51 (100.0%)	21 (100.0%)	9 (90.0%)	28 (2) (96.6%)
Have knowledge in neighbouring disciplines of their own area of expertise (overall n=195,	163 (83.6%)	15 (1) (83.3%)	14 (93.3%)	30 (83.3%)	14 (73.7%)	42 (3) (87.5%)	19 (90.5%)	7 (1) (77.8%)	22 (2) (75.9%)

Item	Overall 'yes' (N=202) (%)	DE 'yes' (N=19) (%)	IT 'yes' (N=15) (%)	NL 'yes' (N=36) (%)	PL 'yes' (N=19) (%)	RO 'yes' (N=51) (%)	SE 'yes' (N=21) (%)	UK 'yes' (N=10) (%)	CH 'yes' (N=31) (%)
missing=7)									
Know about the societal relevance of their area of expertise (overall n=194, missing=8)	180 (92.8%)	17 (1) (94.4%)	14 (1) (100.0%)	33 (91.7%)	15 (2) (88.2%)	47 (2) (95.9%)	20 (95.2%)	9 (1) (100.0%)	25 (1) (83.3%)
<b>Monitoring and assessment of learning processes</b>									
Assess the needs of the learner (overall n=198, missing=4)	189 (95.5%)	19 (100.0%)	15 (100.0%)	32 (1) (91.4%)	18 (94.7%)	47 (3) (97.9%)	20 (95.2%)	10 (100.0%)	28 (90.3%)
Analyse learning barriers of the learner (overall n=196, missing=6)	177 (90.3%)	16 (88.9%)	13 (92.9%)	32 (1) (91.4%)	17 (89.5%)	46 (2) (93.9%)	19 (90.5%)	9 (90.0%)	25 (83.3%)
Monitor the learning process (overall n=197, missing=5)	188 (95.4%)	16 (1) (88.9%)	15 (100.0%)	33 (2) (97.1%)	17 (89.5%)	48 (2) (98.0%)	20 (95.2%)	10 (100.0%)	29 (93.5%)
Evaluate the learning outcomes (overall n=197, missing=5)	190 (96.4%)	18 (1) (100.0%)	14 (93.3%)	32 (2) (94.1%)	18 (94.7%)	49 (2) (100.0%)	20 (95.2%)	10 (100.0%)	29 (93.5%)
Conduct formative assessment and learner/teacher dialogues (overall n=190, missing=12)	172 (90.5%)	17 (2) (100.0%)	11 (1) (78.6%)	26 (3) (78.8%)	15 (2) (88.2%)	46 (3) (95.8%)	19 (90.5%)	10 (100.0%)	28 (1) (93.3%)
* Assist learners to record their own process (overall n=198, missing=4)	168 (84.8%)	17 (89.5%)	13 (1) (92.9%)	28 (1) (80.0%)	13 (68.4%)	44 (2) (89.8%)	18 (85.7%)	9 (90.0%)	26 (83.9%)
* Assist learners to provide evidence of their own practice (overall n=196, missing=6)	160 (81.6%)	12 (63.2%)	14 (93.3%)	27 (1) (77.1%)	14 (1) (77.8%)	40 (4) (85.1%)	17 (81.0%)	9 (90.0%)	27 (87.1%)
<b>Didactical-methodological domain</b>									
Create a safe learning atmosphere (not intimidating) (overall n=199, missing=3)	193 (97.0%)	19 (100.0%)	15 (100.0%)	36 (100.0%)	17 (1) (94.4%)	47 (2) (95.9%)	20 (95.2%)	9 (90.0%)	30 (96.8%)
Support informal learning (overall n=198, missing=4)	177 (89.4%)	16 (84.2%)	11 (1) (78.6%)	32 (88.9%)	17 (89.5%)	46 (2) (93.9%)	21 (100.0%)	10 (100.0%)	24 (1) (80.0%)
Stimulate the active role of learners (overall n=198, missing=4)	196 (99.0%)	19 (100.0%)	15 (100.0%)	35 (1) (100.0%)	18 (94.7%)	48 (3) (100.0%)	21 (100.0%)	9 (90.0%)	31 (100.0%)
Have a broad repertoire of methods at their disposal (overall n=198, missing=4)	186 (93.9%)	16 (84.2%)	12 (1) (85.7%)	33 (91.7%)	16 (1) (88.9%)	48 (2) (98.0%)	20 (95.2%)	10 (100.0%)	31 (100.0%)
Encourage collaborative learning among learners (overall n=198, missing=4)	191	18	15	35	16 (1)	49 (2)	20	10	28 (1)

Item	Overall 'yes' (N=202) (%)	DE 'yes' (N=19) (%)	IT 'yes' (N=15) (%)	NL 'yes' (N=36) (%)	PL 'yes' (N=19) (%)	RO 'yes' (N=51) (%)	SE 'yes' (N=21) (%)	UK 'yes' (N=10) (%)	CH 'yes' (N=31) (%)
	(96.5%)	(94.7%)	(100.0%)	(97.2%)	(88.9%)	(100.0%)	(95.2%)	(100.0%)	(93.3%)
Apply old and new media (incl. the use of technology) (overall n=198, missing=4)	183 (92.4%)	17 (1) (94.4%)	15 (100.0%)	31 (1) (88.6%)	15 (78.9%)	48 (1) (96.0%)	20 (95.2%)	10 (100.0%)	27 (1) (90.0%)
Provide support to the individual learner (overall n=200, missing=2)	186 (93.0%)	18 (94.7%)	12 (1) (85.7%)	35 (97.2%)	18 (94.7%)	48 (2) (98.0%)	21 (100.0%)	10 (100.0%)	25 (80.6%)
Proceed in a structured way (overall n=197, missing=5)	169 (85.8%)	16 (84.2%)	11 (1) (78.6%)	32 (88.9%)	13 (68.4%)	43 (3) (89.6%)	19 (90.5%)	9 (90.0%)	26 (1) (86.7%)
Make use of the participants' life experience in the teaching activities (overall n=196, missing=6)	189 (96.4%)	18 (1) (100.0%)	13 (1) (92.9%)	36 (100.0%)	18 (94.7%)	46 (3) (95.8%)	21 (100.0%)	9 (90.0%)	28 (1) (93.3%)
Apply adult learning theory in teaching (overall n=198, missing=4)	183 (92.4%)	19 (100.0%)	12 (1) (85.7%)	33 (91.7%)	17 (1) (94.4%)	46 (2) (93.9%)	20 (95.2%)	9 (90.0%)	27 (87.1%)
* Apply knowledge of suitable methods and techniques (overall n=196, missing=6)	178 (90.8%)	17 (1) (94.4%)	14 (1) (100.0%)	31 (86.1%)	18 (94.7%)	41 (4) (87.2%)	21 (100.0%)	9 (90.0%)	27 (87.1%)
* Coach learners (overall n=194, missing=8)	170 (87.6%)	15 (1) (83.4%)	10 (1) (71.4%)	30 (83.3%)	19 (100.0%)	42 (5) (91.3%)	20 (95.2%)	9 (90.0%)	25 (1) (83.3%)
* Engage in mentoring and coaching with colleagues in order to support professional development (overall n=195, missing=7)	158 (81.0%)	12 (1) (66.7%)	11 (1) (78.6%)	23 (63.9%)	16 (1) (88.9%)	48 (2) (98.0%)	19 (90.5%)	10 (100.0%)	19 (2) (65.5%)
* Apply general didactical skills (overall n=195, missing=7)	173 (88.7%)	16 (2) (94.1%)	12 (1) (85.7%)	30 (83.3%)	17 (89.5%)	40 (3) (83.3%)	21 (100.0%)	10 (100.0%)	27 (1) (90.0%)
<b>Personal and professional development and reflection</b>									
Orientate themselves to the needs of the participants (overall n=195, missing=7)	181 (92.8%)	19 (100.0%)	14 (93.3%)	33 (2) (97.1%)	16 (84.2%)	45 (4) (95.7%)	21 (100.0%)	8 (80.0%)	25 (1) (83.3%)
Make use of their own life experience within the learning environment (experience in life, work and adult education) (overall n=198, missing=4)	189 (95.5%)	17 (89.5%)	15 (100.0%)	33 (91.7%)	19 (100.0%)	47 (4) (100.0%)	19 (90.5%)	10 (100.0%)	29 (93.5%)
Recognise their own learning needs (overall n=198, missing=4)	188 (94.9%)	18 (94.7%)	13 (1) (92.9%)	34 (94.4%)	18 (94.7%)	47 (3) (97.9%)	18 (85.7%)	10 (100.0%)	30 (96.8%)
Set their own learning goals (overall n=197,	177	16	12 (1)	31 (1)	17 (1)	46 (2)	18	10	27

Item	Overall 'yes' (N=202) (%)	DE 'yes' (N=19) (%)	IT 'yes' (N=15) (%)	NL 'yes' (N=36) (%)	PL 'yes' (N=19) (%)	RO 'yes' (N=51) (%)	SE 'yes' (N=21) (%)	UK 'yes' (N=10) (%)	CH 'yes' (N=31) (%)
missing=5)	(89.8%)	(84.2%)	(85.7%)	(88.6%)	(94.4%)	(93.9%)	(85.7%)	(100.0%)	(87.1%)
Be curious (overall n=193, missing=9)	159 (82.4%)	13 (68.4%)	11 (73.3%)	28 (77.8%)	18 (1) (100.0%)	37 (6) (82.2%)	18 (85.7%)	9 (90.0%)	25 (2) (86.2%)
Be creative (overall n=198, missing=4)	172 (86.9%)	16 (84.2%)	15 (100.0%)	27 (75.0%)	18 (94.7%)	45 (2) (91.8%)	20 (95.2%)	8 (1) (88.9%)	23 (1) (76.7%)
Be flexible (overall n=201, missing=1)	188 (93.5%)	18 (94.7%)	14 (1) (100.0%)	33 (91.7%)	19 (100.0%)	48 (94.1%)	20 (95.2%)	9 (90.0%)	27 (87.1%)
Reflect upon their own professional role (overall n=198, missing=4)	191 (96.5%)	18 (94.7%)	14 (1) (100.0%)	35 (97.2%)	18 (94.7%)	45 (3) (93.8%)	20 (95.2%)	10 (100.0%)	31 (100.0%)
Evaluate their own practice (overall n=199, missing=3)	192 (96.5%)	18 (94.7%)	14 (1) (100.0%)	34 (94.4%)	17 (89.5%)	48 (2) (98.0%)	21 (100.0%)	10 (100.0%)	30 (96.8%)
Be self-assured (overall n=192, missing=10)	151 (78.6%)	18 (94.7%)	9 (1) (64.3%)	24 (1) (68.6%)	14 (1) (77.8%)	40 (5) (87.0%)	18 (85.7%)	7 (1) (77.8%)	21 (1) (70.0%)
Be committed to their own professional development (overall n=198, missing=4)	188 (94.9%)	18 (94.7%)	14 (1) (100.0%)	32 (88.9%)	17 (1) (94.4%)	48 (2) (98.0%)	20 (95.2%)	10 (100.0%)	29 (93.5%)
Cope with criticism (overall n=196, missing=6)	182 (92.9%)	19 (100.0%)	14 (1) (100.0%)	32 (88.9%)	17 (1) (94.4%)	43 (4) (91.5%)	20 (95.2%)	8 (80.0%)	29 (93.5%)
See different perspective (overall n=199, missing=3)	190 (95.5%)	19 (100.0%)	15 (100.0%)	30 (1) (85.7%)	19 (100.0%)	48 (2) (98.0%)	20 (95.2%)	9 (90.0%)	30 (96.8%)
Be stress-resistant (overall n=193, missing=9)	162 (83.9%)	17 (89.5%)	13 (1) (92.9%)	31 (1) (88.6%)	15 (3) (93.8%)	47 (2) (95.9%)	12 (57.1%)	5 (1) (55.6%)	22 (1) (73.3%)
* Be a self-reflective learner (continuously) (overall n=196, missing=6)	182 (92.9%)	18 (94.7%)	12 (80.0%)	34 (94.4%)	19 (100.0%)	43 (5) (93.5%)	20 (95.2%)	10 (100.0%)	26 (1) (86.7%)
* Be engaged (overall n=194, missing=8)	172 (88.7%)	16 (84.2%)	8 (1) (57.1%)	32 (88.9%)	18 (1) (100.0%)	43 (5) (93.5%)	19 (1) (95.0%)	10 (100.0%)	26 (83.9%)
* Be in a constant exchange with researcher (in the field of adult and continuing education) (overall n=193, missing=9)	136 (70.5%)	13 (1) (72.2%)	13 (1) (92.9%)	12 (2) (35.3%)	16 (1) (88.9%)	43 (3) (89.6%)	15 (71.4%)	7 (70%)	17 (1) (56.7%)
* Be in a constant exchange with other teachers/trainers (overall n=194, missing=8)	159 (82.0%)	12 (1) (66.7%)	14 (1) (100.0%)	24 (2) (70.6%)	16 (1) (88.9%)	43 (2) (87.8%)	17 (1) (85.0%)	8 (80.0%)	25 (80.6%)

<b>Item</b>	<b>Overall 'yes' (N=202) (%)</b>	<b>DE 'yes' (N=19) (%)</b>	<b>IT 'yes' (N=15) (%)</b>	<b>NL 'yes' (N=36) (%)</b>	<b>PL 'yes' (N=19) (%)</b>	<b>RO 'yes' (N=51) (%)</b>	<b>SE 'yes' (N=21) (%)</b>	<b>UK 'yes' (N=10) (%)</b>	<b>CH 'yes' (N=31) (%)</b>
* Be able to transfer theory into practical experience and skills using different types of teaching devices (overall n=195, missing=7)	186 (95.4%)	18 (94.7%)	15 (100.0%)	32 (2) (94.1%)	18 (94.7%)	37 (6) (82.2%)	20 (1) (100.0%)	10 (100.0%)	26 (1) (86.7%)