



National Institute of Adult Continuing Education (NIACE)



Project Coordinator: German Institute for Adult Education (DIE) e.V.



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Core competences of ACE Learning Facilitators

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

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

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

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Let's get started: Just supposed

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

You may answer in note form or in full sentences.



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Core competences of ACE Learning Facilitators

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

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

ACE Learning Facilitators should:

(Please choose the appropriate response for each item.)

Today this is...

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

2015 this will be...

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

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

Please write your answer here:



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

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



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

ACE Learning Facilitators should be able to:

(Please choose the appropriate response for each item.)

Today this is...

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

2015 this will be...

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

6 If there are any competences that you think will become more important in the future, please indicate why.
Please write your answer here:



7 Do you have any remarks or comments concerning any competence listed so far?
If so: Please let us know! Write your answer here:



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

Adult Learning Facilitators should be able to:

(Please choose the appropriate response for each item.)

Today this is...

	irrelevant 1	2	3	4	5	indispensable 6
understand the various interests in the context of adult's learning	<input type="radio"/>					
see their own specialist domain (the subject that is taught) in the wider societal context	<input type="radio"/>					
recognise the role of public policy for their own specialist domain	<input type="radio"/>					
recognise the role of institutional policy (e.g. of companies) for their own specialist domain	<input type="radio"/>					
(net)work together with a variety of stakeholders	<input type="radio"/>					

2015 this will be...

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

9 If there are any competences that you think will become more important in the future, please indicate why.
Please write your answer here:



10 Do you have any remarks or comments concerning any competence listed so far?
If so: Please let us know! Write your answer here:



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

Adult Learning Facilitators should be able to:

(Please choose the appropriate response for each item.)

Today this is...

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

2015 this will be...

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

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

Please write your answer here:

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

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

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

Adult Learning Facilitators should be able to:

(Please choose the appropriate response for each item.)

Today this is...

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

2015 this will be...

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

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

Please write your answer here:

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

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

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

Adult Learning Facilitators should be able to:

(Please choose the appropriate response for each item.)

Today this is...

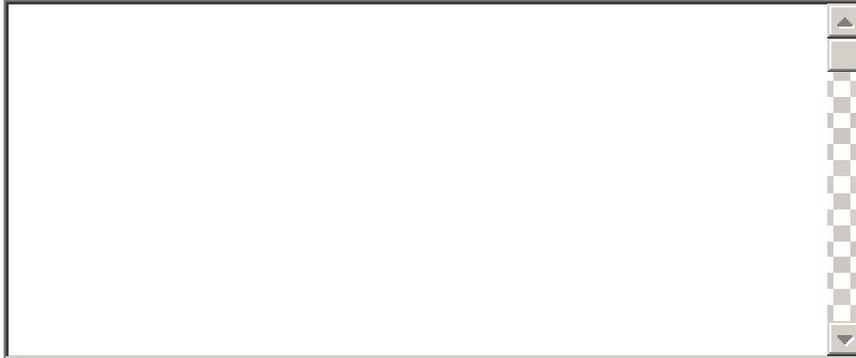
	irrelevant 1	2	3	4	5	indispensable 6
have specialist knowledge in their own area of teaching	<input type="radio"/>					
have knowledge in neighbouring disciplines of their own area of expertise	<input type="radio"/>					
apply the special didactics in their own area of teaching	<input type="radio"/>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

2015 this will be...

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

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

Please write your answer here:



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

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



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

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

Today this is...

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

2015 this will be...

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

21 If there are any competences that you think will become more important in the future, please indicate why.
Please write your answer here:



22 Do you have any remarks or comments concerning any competence listed so far?
If so: Please let us know! Write your answer here:



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

Adult Learning Facilitators should be able to:

(Please choose the appropriate response for each item.)

Today this is...

	irrelevant 1	2	3	4	5	indispensable 6
provide support to the individual learner	<input type="radio"/>					
support informal learning	<input type="radio"/>					
create a safe learning atmosphere (i.e. a learning atmosphere which is not intimidating)	<input type="radio"/>					
encourage collaborative learning among learners	<input type="radio"/>					
proceed in a structured way	<input type="radio"/>					
apply adult learning theory in teaching	<input type="radio"/>					
make use of the participants' life experience in the teaching activities	<input type="radio"/>					
have a broad repertoire of methods at their disposal	<input type="radio"/>					
apply old and new media (including the use of technology)	<input type="radio"/>					
stimulate the active role of learners	<input type="radio"/>					
monitor the learning processes of learners	<input type="radio"/>					
diagnose the learners' learning capacities	<input type="radio"/>					
evaluate the outcome of learning processes	<input type="radio"/>					

2015 this will be...

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

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

Please write your answer here:

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

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

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

Adult Learning Facilitators should be able to:

(Please choose the appropriate response for each item.)

Today this is...

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

2015 this will be...

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

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

Please write your answer here:

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

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

A large, empty rectangular text input area with a thin black border. On the right side, there is a vertical scrollbar with a grey track and a white handle.

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

Please write your answer here:

A large, empty rectangular text input area with a thin black border. On the right side, there is a vertical scrollbar with a grey track and a white handle.

30 Do you have any further remarks and comments?

Please write your answer here:

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Towards a professional occupational profile of ACE Learning Facilitators

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

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

ACE Learning Facilitators should hold the following qualifications:

Please choose the appropriate response for each item:

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

32 If you have any remarks or comments concerning the sentences above please let us know.

Please write your answer here:

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

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

Please choose the appropriate response for each item:

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

using the services of a coach / a supervisor	<input type="radio"/>					
a consistent staff development policy by the employer	<input type="radio"/>					

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

[Cancel and continue later](#)

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

ACE Learning Facilitation will be much better developed 2015 than nowadays concerning ...
Please choose the appropriate response for each item:

	I disagree completely 1	2	3	4	5	I agree completely 6
the level of pedagogical skills the ACE Learning Facilitators hold	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
the income of the ACE Learning Facilitators	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
the societal recognition of the ACE Learning Facilitators	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
the attractiveness of working as an ACE Learning Facilitator	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

36 If you have any remarks or comments concerning the sentences above please let us know.

Please write your answer here:

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

Please choose the appropriate response for each item:

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

38 If you have any remarks or comments concerning the sentences above please let us know.

Please write your answer here:

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Personal particulars

39 Please indicate your sex.

Female Male

40 Please enter your year of birth.

19

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

Please choose only one of the following:

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

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

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

Please choose all that apply:

Professional and technical skills (e.g. accountancy, fire prevention etc.)

Communication skills

Computing/IT

Languages

Leadership training

HR Management

Culture

Health

Active citizenship

Practical skills (e.g. "do it yourself")

Basic skills

Psychology

Family problems

Other:

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

Please choose only one of the following:

imparting knowledge

skills training

behavioural and / or personal change

Other:

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[Cancel and continue later](#)

You are almost through ...

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

Please write your answer here:

[Cancel and continue later](#)

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

[Cancel and continue later](#)

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