

**Project working group: Qualified to teach project consortium**

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## **National Report on the outcomes of the Qualified to Teach Delphi survey**

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## Introduction

The safeguarding and improvement of the professional quality of educators in Adult and Continuing Education, as well as in other sectors of education, is considered today as one of the most challenging tasks for any society that wants to survive in the globalizing competition.

The project Qualified to teach (QF2TEACH) deals with competences and qualifications of learning professionals whose main task is to help adults learn. Adult learning professionals are mainly working in various contexts covering the entire field of Adult and Continuing Education (ACE) consisting of

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

The aim of the QF2TEACH is to determine the core competencies needed by adult educators in ACE today and in the future by conducting a DELPHI study based on the assessments and opinions of a selected expert-panel. Ultimately the goal of the current project is to develop a research-based transnational qualification framework for adult educators, which will be linked to the existing overarching European Qualification Framework (EQF), in an effort to determine visible and comparable qualification levels of adult professionals throughout Europe.

The report is composed of the following thematic units

- an analysis of the notions of competence and professionalisation of adult educators along with information on the country's adult education system <sup>1</sup>
- the Swedish starting position with reference to the project's research question and content of the competence catalogue presented in the first wave of the Delphi instrument
- a description of the Swedish sample and presentation of the outcomes of the first and second questionnaire, and finally
- an introduction of the Swedish implementation work of EQF into a National qualification framework with some reflections on how to translate the empirical derived competence catalogue in terms of the recommended EQF descriptors.

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<sup>1</sup> The content is based on the following sources:

Gougoulakis, P. (2010). Quality for Adult Educators? I: Horsdal, Marianne (red.). *Communication, Collaboration and Creativity. Researching Adult learning*. University Press of Southern Denmark, s. 117-145.

Gougoulakis, P. (2010). *Adult Educators competencies in Swedish policy documents since 1960s* [Paper presented at ESREAs triennial conference: *Adult Learning in Europe – understanding diverse meanings and contexts*, Linköping September 23-26, 2010]

## 1. Literature review

### - The Professionalization of Adult Learning Facilitators in Sweden

#### 1.1 The Swedish Adult Education Field: A short overview

Education of adults in Sweden is conducted in different kinds of settings/environments with different needs of teacher competencies. The public adult education system (formal adult education) comprises municipally-run adult education, adult education for the intellectually disabled and Swedish for immigrants. There is also advanced vocational education and training as well as supplementary educational programmes.

The purpose of basic adult education is to help adults acquire the knowledge and skills they need to take part in society and working life. It also aims to prepare adults for further study.

The purpose of adult education for the intellectually disabled is to extend the individual learner's knowledge and skills on the basis of her or his previous schooling, experience and abilities.

Learners can thus acquire skills in individual subjects in addition to skills equivalent to those taught in compulsory special schools, upper secondary special schools and vocational training.

The purpose of Swedish for immigrants is to provide learners with basic Swedish language skills. It also aims to give adult immigrants who cannot read or write the chance to acquire these skills.

Swedish for immigrants must also prepare learners for further studies.

Advanced vocational education and training is a collective term for vocational training in a range of subject areas. Such training is distinguished by close cooperation with representatives of working life who take part in designing the training programmes and fund the part of training in the workplace which covers about one third of the total training period.

Supplementary education is not part of the public adult education system. Unlike other forms of adult education, it is privately owned and run, either by physical persons or organisations. Courses may supplement upper secondary education and are often dedicated to a specific subject or vocational area. Subject areas include art, dance, theatre, music, handicrafts, media and aviation.

However, the largest volume of adult education takes place within companies and authorities of different forms of internal training. Today, it is not common that educated teachers work as educators in this large area, and there is no formal training programme for such educators.

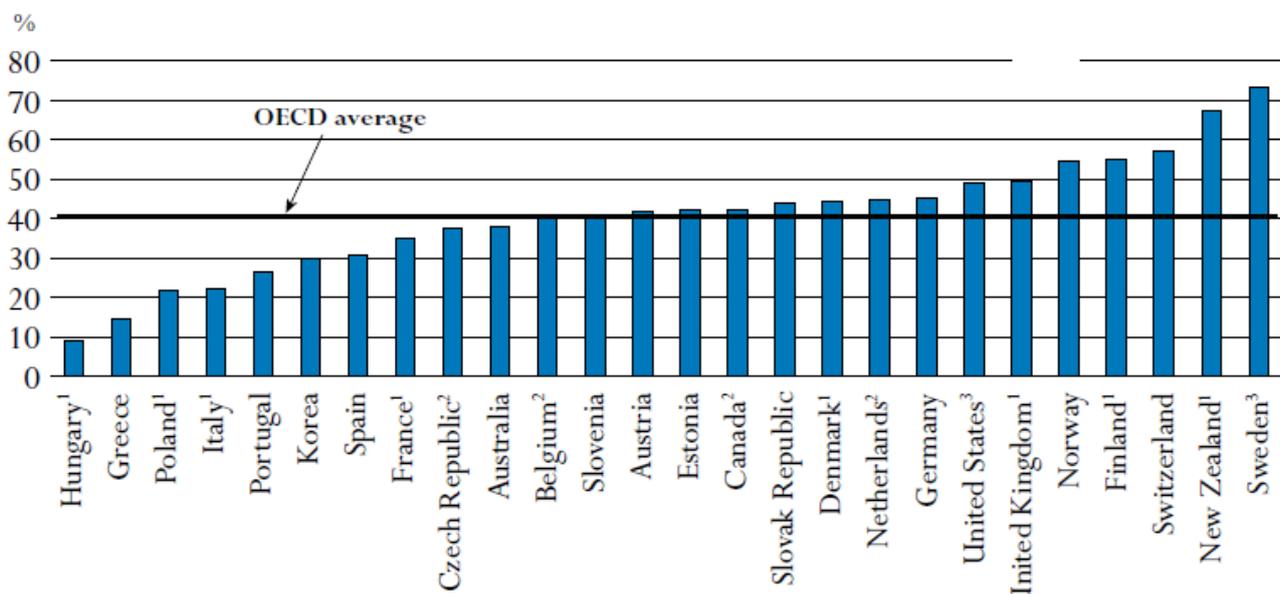
Another huge part of Swedish adult education, however non-formal, consists of *folkbildning* (Popular/Liberal Adult Education). Several million Swedes participate in liberal adult education, studying various subjects in study circles and courses offered by **the folk high schools and the study associations**, i. e. the organisations that constitute the liberal non-formal and voluntary adult education system in Sweden. Traditionally, there are no formal requirements for “teaching

qualifications” for circle leaders, but there is a special teacher programme for educators in folk high schools.

The picture below is published in the OECD's *Education at a Glance 2010* and shows the Swedish populations participation in all kinds of adult education:

### Chart A5.1. Participation in formal and/or non-formal education (2007)

*This chart shows the participation of the 25-64 year-old population in formal and/or non-formal education in 2007.*



SOURCE: Education at a Glance 2010 - OECD indikatorer

Following outline of the “Swedish” discourse concerning the notions of competence and professionalisation of adult educators, along with information on the country’s adult education system, should also be understood as our (the Swedish partner) theoretical perspective, from which we approached the design of the first DELPHI-questionnaire and contributed to the composition of the competences listed there.

## 1.2 Competences as “learning outcomes”

The concept of competence has in recent years instigated its intrusion into the regular educational vocabulary.

According to a widespread definition, learning means “*relatively sustainable changes in an individual’s competence as a result by the individual’s interaction with the environment.*” (Ellström 1996, p 147, my translation). Classical learning psychology perceives learning as “*the change of*

*inner and outer behaviour*". The scope is widened in modern cognitive psychology which identifies learning with "*changes of the individual's conceptions, knowledge (mental models) or intellectual skills*." Ellström goes further and connects learning to individual action and competence. The substance of learning then becomes a change in the individual competence which he defines as "*an individual's potential capacity to act in relation to a certain task, situation and context, namely the ability to successfully (according to their own or others' criteria) perform a piece of work, including ability to identify, exploit and, if possible, extend the space of interpretation, action and set of values that the work allows*." (Ellström 1992, p. 21, own translation)

Competence as a concept and its more powerful form, *key competence*, has its roots in the information technology explosion of the 1970's that raised issues regarding what basic knowledge and skills people need to cope with in order to meet the challenges of a rapidly changing society. At the same time, key skills are also understood as being "keys" necessary for opening more specific skills. There are many attempts to define and determine the concept of competence.<sup>2</sup>

Apparently, the concept of competence is loaded with different meanings depending on the perspective from which it is approached. For example, philosophers are interested in capturing the timeless human competencies and address key competencies that are generally independent of culture, context and personal characteristics. For sociologists, competencies imply empowerment of individuals and groups to preserve their autonomy and exercise their rights without infringing on that of others, and to cope in and across various social fields. The economist, finally, calculate the value of skills in the workplace and labour market and usually talk about competencies that the working force need in order "*to increase productivity and succeed in the labor market, with success defined in the 'maximization of income' and 'return to education' in financial terms*". They also put emphasis on knowledge and skills which result in increased competitiveness in the market. (Zhou Nan-Zhao, 2009 p. 5)

From an interdisciplinary point of view the notion of competence is perceived enclosing the external requirements, e.g., from the labour market, as well as the individual's own abilities in terms of knowledge and skills of cognitive, practical and social character along with ethical principles,

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<sup>2</sup> According to a source referenced by Sven-Eric Liedman (2008, footnote 8) there are approximately 2000 definitions of competence, namely: Yvonne-Marie Ruedin, "Les clés pour l'emploi et l'arbre des compétences", Panorama nr 6/2002, s. 19 ([http://www.panorama.ch/pdf/2002/Heft\\_6\\_2002/pan2619.pdf](http://www.panorama.ch/pdf/2002/Heft_6_2002/pan2619.pdf)).

The difference between competence and skill is discussed by Tiana (2004) in an article about how to develop key competencies in education:

"From a strictly conceptual viewpoint, competence has a broader meaning than skill and many analysts consider a competence to include several skills. If we accept that distinction, then the concept of competence should be considered as broader, more general and a higher level of cognition and complexity than the concept skill." (p.73)

emotions and attitudes. Ultimately, the notion of competence is used to signify an individual's ability to carry out an activity and/or to deal with challenges and complex demands in a successful way. Though, such an "out-turned" ability's functionality<sup>3</sup> is depended on the support of other "inward" mental abilities, capacities and dispositions. (Rychen and Tiana 2004; Ellström 1992)

"Key competence" is another term that nowadays is used frequently in various policy documents. If **competence** is defined as a combination of knowledge, skills, attitudes and mental abilities appropriate to a particular situation for "*necessary for everyone*", **key competences** are "*those that support personal fulfilment, social inclusion, active citizenship and employment*" (OECD 2005; Commission of the European Communities 2005). It is, thus, unclear in what sense key competencies are "keys". A feasible interpretation might be that the key competences "opens" the way for more specific, including occupation-specific, skills. (Liedman 2008).

Although the concept *competence/key competence* has multitudinous usages, *skills* refer to a given ability and, ultimately, to a contingency and a disposition, required when performing a certain task which is based on specific knowledge. Proctor and Dutta (1995, p. 18) define skill as "*goal-directed, well-organized behavior that is acquired through practice and performed with economy of effort*" (Winterton, Delamare - Le Deist & Stringfellow 2005, p. 12)

### 1.3 Professionalisation and professionalism

The concept "profession" is used differently, like many others within the social sciences, depending on from what perspective it is approached. Here it is used in the context of teacher's profession in Sweden. It is important however to make a distinction between professionalisation and professionalism which are sometimes used as synonyms. Professionalisation refers to the aspirations for social position and status of a professional group, while professionalism focuses on the internal quality of a profession. Professionalism is dealing with the qualities and acquired skills of professionals - actual competences - necessary to successfully exercise the profession. Englund (1997) goes a step further and proposes the use of the concept *didactic competence*, in order to avoid confusion which the use of the terms professionalisation and professionalism might cause. According to Ekholm (1997), the professional level of a profession is determined by factors dealing with

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<sup>3</sup> "the quality or state of being functional; *especially* : the particular set of functions or capabilities associated with computer software or hardware or an electronic device" (<http://www.merriam-webster.com/dictionary/FUNCTIONALITY>)

- a. the specific knowledge base of the profession
- b. the responsibility for the development of the profession,
- c. the existence of professional ethics
- d. the control of who may exercise the profession and
- e. the degree of professional autonomy

Certainly, Ekholm's reasoning refers to how the professionalism of primary and secondary school teachers is perceived in relation to the above criteria, but in principle it can also be used to treat adult educators as a professional group – at least for the group of educators serving in the formal adult education system. In Sweden, the latter have the same basic teacher training as the former, with the exception of Folk High School teachers who have their own teacher education program. However, many educators who deal with learning of adults can hardly be considered as belonging to the profession because they don't have contact to adult education as a field of study. As well several other professions are entering the field due to a massive expansion of educational opportunities for adults and establishment of private school institutes for adults (See Bron & Jarvis, 2008). The traditional use of the concept of teachers' professionalisation has stressed the proficiency of teaching a subject. Teachers have had the task of disseminating knowledge but there are very few teachers who are specialists in their fields of knowledge. Teachers' professional knowledge has, thus a wide and generic direction, not least because they face groups of students with different needs and conditions. At the same time teaching requires specific knowledge, e.g. on how learning takes place in relation to learners' developmental needs, on how the educational materials should be structured and processed in order to promote learning and, additionally, knowledge of human behaviour in group contexts. This approach of the teaching profession has emphasized the methodological aspects of teaching, taking teachers' subject knowledge for granted. Regarding the responsibility and initiative for the development of professional content and direction, as well as control over who gets access to the profession, teachers as a collective seem to have very little influence. This is also true in the case of the profession's ethics since teachers, as professional collectives, have no control and sanction mechanisms or legal obligation concerning observance and compliance of the ethical principles. On the contrary, the degree of professional autonomy, in the sense that no other than the teacher determines how to think and act in a teaching situation, seems to be relatively high. Due to this circumstance teachers are often considered as professionals. (ibid)

Development of professional teaching competencies is mainly linked to the formal teacher training. A modern professional education at an academic level is arranged on the basis of knowledge that is believed future teachers need to master to facilitate others learning. At the same time it is expected

that this knowledge will create a foundation for continuing learning (Docherty 1996; Folkesson 2005, p. 67). The skilled teacher is, therefore, expected to take a professional responsibility for his or her own continuing learning process which is supposed to be mostly of informal character. It is informal because it is not institutionalized or prestructured in a set curricula and model in order to achieve the predefined knowledge. However, this does not mean that informal learning takes place only unconsciously and unintentionally. Informal learning is also a highly purposeful and autonomous activity (Cross 2007; Deer Richardson & Wolfe, eds. 2001; Bron-Wojciechowska 1996).

How teachers relate to their own professional (competence) development has been the subject of the so-called *Teachers thinking research movement* that focuses on teachers' thinking about their own experience from practice (Larsson 2006; Goodson 2005; Carlgren, Handal & Sveinung 1994; Kelchtermans 1993; Schön 1983). Teachers' professional development is a lifelong process during which the individual skills go hand-in-hand with the overall school development (Fullan & Hargreaves 1992).

Teachers' professional core consists of potential competencies whose development gradually takes place during the course of their professional life. Such a development model has been presented by Kugel (1993) who has studied the university teachers' professional development. Kugel's model indicates that teachers initially focus on mastering their role in the classroom (Stage I: competencies of the **self**). When this was successfully completed they focus their attention on how to understand and organize their subject in order to convey it (Stage II: The competences of the instruction **subject**). After that the teachers felt familiar with their own educational role and confident enough with the subject, they could pay attention to students' abilities and learning needs (Stage III: **student**-centered learning competences).

Although the model gives the impression that the phases of development follow a certain order, it is far from certain that it always is the case. However, it is reasonable to assume that the usual pattern is as Kugel proposes it. Fundamental in this case is that the model captures the qualitative leap that occurs during the changeover to the third step. What such a model emphasizes is the restructuring of teacher competencies signifying a perspective alteration, from their own instruction to student learning.

Ultimately, the model describes a teacher's professional evolution by which a basic ability appears to managing the relationship between the three competence dimensions of teaching. Mastering the relationship between self, subject and student creates conditions and space for teachers to act, as well as freedom to choose among a large repertoire of teaching strategies depending on the

educational situation in question. Professional experience and the ability to reflect on one's own professional practice is of great importance.

The cited model could be used as a structuring and classified principle of adult educators' generic competencies. The different stages of an educator's professional development may constitute a coherent and sound, although broad, set of key competencies related to the different skills that teachers need to acquire in order to fulfil their tasks ("mission"?).

Adult educators' key competencies could be placed under Kugel's stages which can be perceived as three broad dimensions of an educator's competence profile. Instead of a long list of key competences related to specific subject domains this profile should embrace sets of competences integrated across learning domains.

Another set of competence categories is listed within the previously mentioned Q-ACT Project, namely:

1. personal competencies
2. social competencies
3. didactical competencies
4. methodological competencies
5. societal and institutional competencies (Ekkehard, & Lattke 2008, p. 54-55)

The DeSeCo Project introduces yet another conceptual framework for key competencies classifying them into three broad categories:

*First, individuals need to be able to use a wide range of tools for interacting effectively with the environment: both physical ones such as information technology and socio-cultural ones such as the use of language. They need to understand such tools well enough to adapt them for their own purposes – to use tools interactively.*

*Second, in an increasingly interdependent world, individuals need to be able to engage with others, and since they will encounter people from a range of backgrounds, it is important that they are able to interact in heterogeneous groups.*

*Third, individuals need to be able to take responsibility for managing their own lives, situate their lives in the broader social context and act autonomously.*<sup>4</sup>

Based on the work of the DeSeCo project Tiana (2004) makes a tentative proposal for key

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<sup>4</sup> OECD: *Definition and Selection of Key Competencies (DeSeCo): Executive Summary*. (p.5)  
<http://www.oecd.org/dataoecd/47/61/35070367.pdf>

competencies for education systems dividing them in two main groups, namely

- a) **curriculum-bounded competencies**, such as ability to communicate with other, basic science/math skills, computer literacy and media competence
- b) **cross-curricular competencies**, which include metacognitive competencies, intra-personal competencies, interpersonal competencies, and positional competencies (coping with complexity and dealing with diversity/change).

Hoskins & Fredriksson (2008) line up Tianas proposal in the following Table 1:

Table 1: Key competencies for education systems: a tentative proposal

Source: (Tiana, 2004 p. 51)

<b>Curriculum- bounded competencies</b>	<b>Cross-curricular competencies</b>
Ability to communicate with others, both orally and in writing: <ul style="list-style-type: none"> <li>- oral and written mastery of the mother tongue</li> <li>- reading comprehension</li> <li>- mastery of at least one foreign language</li> </ul>	Metacognitive competencies <ul style="list-style-type: none"> <li>- problem solving</li> <li>- developing learning strategies</li> <li>- critical judgement</li> <li>- divergent thinking</li> </ul>
Basic mathematics skills and numeracy	Intrapersonal competencies <ul style="list-style-type: none"> <li>- management of motivation and emotions</li> <li>- self-concept</li> <li>- developing personal autonomy</li> </ul>
Computer literacy and media competence	Interpersonal competencies <ul style="list-style-type: none"> <li>- capacity of joining and functioning democratically in groups</li> <li>- ability to relate well to other people</li> <li>- ability to play by the rules and to manage and resolve conflicts</li> </ul>
Capacity of situating in the world of the individual <ul style="list-style-type: none"> <li>- knowledge of the natural and social</li> </ul>	Positional competencies <ul style="list-style-type: none"> <li>- ability for coping with complexity</li> <li>- dealing with diversity and change</li> </ul>

world - development of civic attitudes	
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The competencies mentioned above evidently do not specifically refer to educators but are competencies which all individuals are expected to cultivate because of the widely accepted notion that a well-educated, knowledgeable, highly qualified citizen is seen as playing an eminent role in facing the challenges of the present and the future. The development of these competencies is linked to notions of lifelong learning for every citizen and to notions of how adult learning should be organised and carried out. Not least, the kind of knowledge, skills, and competencies which are important to individuals and to society as a whole, affect the adult educators' professional competencies, knowledge and skills. But who is the adult educator and what kind of competencies he/she is in need of?

#### 1.4 The adult educator

The notion "adult educator" indicates a broad range of individuals with the common characterization "one who helps adults learn". If the description is appropriate then the group *adult educators* should include

- a. professional adult educators who have been prepared specifically for this vocation, particularly within formal educational institutions
- b. group leaders in non-formal education including voluntary associations
- c. training officers and staff administrators in corporations.

Except the first category above, adult educators have little or no formal instruction preparing them for the assignment to "help adults learn" (Henschke 1998)

"Formal" means here a teacher programme regulated in the Law, which gives access to a profession that require qualifications based on formal studies. This doesn't mean that adult educators without formal adult teacher training lack qualifications and skills needed to help adults learn. They may well have acquired them either through self-directed studies or participation in various specially designed courses for adult educators.

Below, there is information about two major groups of Swedish adult educators and how they prepare for their professional task: study circle leaders in popular education and teachers in the formal adult education sector. The presentation of the study circle leaders and the teachers in the formal adult education completes with a description of the only university program preparing for teaching of adults, namely the Folk High School teacher program.

### 1.4.1 Study Circle Leaders

The training offered to study circle leaders by the Swedish Popular Adult Education Associations ("Studieförbund")<sup>5</sup> is the only and almost obligatory preparation for the task of "teaching" adults in study circles<sup>6</sup>. Circle Leadership training is an internal matter for each Studieförbund and adapted to its respective educational vision and learning activity profile. It is therefore based on specific ideas of what it means to educate adults and an equally determined view of the human being and learning as well as the importance of education for the individual fulfilment. Since Popular Education ("Folkbildning") is largely financed with public funds, the State also expects some results as a legitimizing basis for its support, such as strengthening democracy and civic virtues, compensating educational disparities, and broadening people's interest and participation in culture. Beside political motives of equality and justice, the State also raises a range of "developing areas" of great relevance for popular adult education. Through studies and cultural activities, adults are given opportunities to be fostered into responsible individuals and citizens. The idea of *bildning* ("Bildung") unites and permeates everything from studies in study circles to cultural activities, implemented by the popular education organizations together with their partners. It implies an obligation to use the aid for the development of the participants' abilities in accordance with their needs. (Borgström, Gougoulakis & Höghielm 1998; Gougoulakis 2001, 2006; Gougoulakis & Bogataj 2007)

Popular adult education organizations' pedagogical and ideological profile is presented in pamphlets and target documents, and only indirectly forms the requirements of the circle leaders' competences. Characteristic of a learning process, in accordance to popular education pedagogical tradition, is the high influence of student participants, the experience-based learning, the social interaction between the participants and the deliberative and reflective conversation. Learning in the study circles should ideally be cooperative.

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<sup>5</sup> *Studieförbund* are nation-wide non-formal study organizations for adults. Today there are nine study associations which are supported by the State. Each study association has a more or less marked profile depending on which popular movements/organizations are members in the association.

<sup>6</sup> The study circle "studiecirkeln" is the most common form of learning activity in Popular Adult Study Associations. In the study circles participants learn different subjects in accordance to their learning needs and wishes. Every year about 310 000 circles are organized all over the country with a total of 2.5 million participants. (Since many people participate in more than one circle per year the real number of participants is estimated to between one and a half million to two million.)

The official view of popular education in the most recent Act of 1997 maintains that

*"(p)opular education is and should be free and voluntary. This free and voluntary popular educational work enables all to seek knowledge on the basis of their own experience, preferences and learning style, without limitation from demands for results, and without mechanisms of exclusion. The approach permits dialogue, involvement and questioning, without a preconceived framework. By reason of this, popular education fulfils a role not covered by any other educational institution, a role which also contributes to maintaining the vitality of democracy."*

(Regeringens proposition 1997/98:115, p. 5 – our translation)

Popular education activities are not driven by curricula, syllabi or marking grades but are, nevertheless systematic. Regularity implies that the participants and the study circle leader, approved by the Popular adult education association, will come to an agreement on a structure, which includes learning outcomes, content, learning material and learning activities over a set period of time. A great responsibility lies on circle leaders to create and maintain the interest of the participants to study the subject and motivate them to go into a collective learning process. This learning process is free but not arbitrary. Its character is shaped by the participants and the leader's intentions with learning.

Who the circle leader is, what competencies are expected from a circle leader and why someone chooses to become a circle leader, is an almost unexplored field of research. This may seem remarkable considering the fact that popular education has a long tradition in Sweden. Popular adult education activities, as part of the country's adult education infrastructure, need to be further explored concerning the adult learners' study conditions and the quality improvement of the "adult-related" learning. Regarded as "professionals", Circle leaders, as well as other adult educators, are expected to imply a pedagogy that takes into account adults' expectations, assumptions, experiences and living conditions in the circle work (Andersson, E. 2001; 2006; Gougoulakis 2001; 2006). Evidently, it is impossible to equate the non-formal popular adult education with other formal adult education, but similarities may occur as the former compete, in some respects, with e.g. municipal adult education ("Komvux") in terms of courses offered and target groups. Against this background and in a situation where popular adult education is in search of a new identity in today's relatively vaguely outlined adult education landscape, more knowledge is needed on the characteristics of circle leadership.

The distinctive pedagogical character of popular adult education and the renewal of its contents and working methods can, after all, be maintained by the dedicated efforts of its staff. For the study associations, the qualification and skill development of their circle leaders is a key factor for the enhancement and assurance of the quality of learning (see prop. 2005/06:192, p. 60-62).

#### **1.4.2 Adult Educators in the formal adult education**

Adult Education in Sweden is wide-ranging and offered at different levels by a variety of operators. The adult educational landscape is undergoing major changes, both organizational and pedagogical-didactic. An increased demand for adult teaching and training skills proves to be the result of changing views about the importance of learning for the individuals and the evolution of working

life as well. Nowadays, an adult educator is currently involved in many tasks which requires a unique ability to cope with learning situations with adult participants, like, for instance, analyzing educational needs, planning and managing the training needs of adult participants of different ages and in different environments, and developing studying methods tailored to adult learners' individual living conditions. This is particularly important to take into account in the growing number of vocational training programmes for adults - an area expected to expand further.

Thus, the framing of the adult education area is distinguished and looks different from that in youth schools. The formal adult education is characterized by great flexibility as a result of the attention it must pay to adult participants' life experiences, not least their experiences from working life. The government bill for the current teacher education (prop 1999/2000:135, p. 23) states:

*The Committee proposes that for those students who intend to teach adults, there must be specific specialties relating to the education of adults. The Government agrees with the Committee's proposal assuming that training of this kind will be organized. The government also believes, like the Committee, that pedagogy of adults should be included in the general pedagogical subject area. (Our translation)*

The bill states as well that the teacher training (year 2000) will help teachers to teach in different kinds of schools and postulate that prospective teachers during their training will acquire relevant knowledge on adult learning.

However, the results of a survey, conducted by The National Centre for Lifelong Learning ([www.encell.se](http://www.encell.se)) in autumn 2003, showed that there was no teacher training college, of those who answered the survey, which offered students a specialization in the field of adult education. Even within the general education course appeared this topic to be limited.

Encell's mapping was verified later by an evaluation of the new teacher-training programmes and the follow-up of the reform in teacher training conducted by the National Agency for Higher Education in 2004 (HSV 2005:17 R). According to the evaluation none of the teacher education colleges in the country even designed a specialization with focus on adult education and learning. Apparently, adult teacher training is marginalized in comparison to primary and secondary teachers' training. The HSV's evaluation (Part 1, p. 126) pointed out that this subject area not only is "in backwater", but preparation for teaching adults also seems to be "an almost forgotten" story (ibid, s 168).

The current Inquiry HUT07 (SOU 2008:109) on a new teacher education programme is also addressing adult education. It states that the training of adults embraces several educational settings with different needs of teaching skills. It notes that the largest volume of adult education takes place within enterprises and government agencies and that it is common for teachers to go into service in this large area, but hitherto there are no formal teacher training requirements to be employed as an educator. The study also notes that adult education in general, is “a large market” for teacher-trained people, and believes there is every reason for teacher training institutions to point out these possibilities for becoming teachers as well as for employers in search of qualified educators. The Inquiry proposes a teacher education programme, with a common core of educational sciences, aiming to give future teachers a thorough foundation on which they can build, during their career, by continuous development of their professional skills that also should be useful outside the compulsory school system. (p. 285-290).

Today's formal adult education is guided by the Curriculum for the non-compulsory school system (Lpf 94). According to that, “adult education in municipal adult education and the national state schools for adults (SSV) shall, taking account of the pupils’ earlier education and experience, deepen and develop the pupils’ knowledge as a basis for working life and further studies as well as for participation in civic life” (Lpf94, p. 8). Knowledge goals are the same for both young persons and adults, but a course’s content, duration and emphasis do not need to be identical. (ibid, p.9) As for the teachers in adult education the Curriculum provides, inter alia, that they shall

- *take as the starting point each individual pupil’s needs, preconditions, experience and thinking,*
- *reinforce the pupils’ self-confidence as well as their willingness and ability to learn,*
- *make clear the values and perspectives that knowledge is based on and encourage pupils to take a position on how their knowledge can be used,*
- *co-operate with other teachers in the work of achieving the goals of education,*
- *use in the education the knowledge and experience of social and working life which the pupils have or acquire during their education,*
- *take account of developments in pedagogical research and relevant subject areas, and apply these in the education.* (p. 13)

Curricula for the compulsory (Lpo 94) and the non-compulsory school system (Lpf 94) have a similar structure regarding the values, objectives and tasks. A comparison between the two shows a remarkable difference in the perceptions of students' learning. Lpo 94 states that schooling shall

"*promote learning in which the individual is stimulated to acquire knowledge*", while Lpf 94 focuses onto "*disseminate information*". Given the fact that there is an established andragogic "truth" that adult learners are likely to be more mature and motivated to acquire knowledge (e.g. Knowles 1990), it is remarkable that the author could formulate the task of adult education in the curriculum in such an obviously uninformed manner.

It should be stressed that the Inquiry HUT07 in its review of the various forms of adult education concludes that these are too different to allow a specific teacher training for adult education. At the same time it considers that the various proposed teacher specialisations cover the need of educators for various adult learning bodies. Regarding the formal adult education and its tasks the Inquiry comes to the conclusion that "*in principle, special teaching competence is not needed for municipal adult education in addition to relevant teacher specializations in different subjects, although it is advantageous if an adult educational approach could permeate the core courses (in teacher training programmes). For basic adult education even primary school teachers can be considered as far as basic language and math development is concerned.*" (SOU 2008:109, p. 287 – own translation)

Despite the emphasis of how large the adult education labour market is the Inquiry also highlights the need for more research concerning the field of adult education, as well as opportunities for academic institutions, where such research is already undertaken, to put an adult learning profile on their teacher training. (ibid, p. 290)

### ***Skills requirements/competencies for educators***

Let us take a glance on how the Inquiry HUT07 (SOU 2008:109) addresses the issue of competencies for a "*Sustainable teacher education*".

The Inquiry analyses the skills requirements for all categories of teachers and with respect to their essence divides them into three levels:

Level I constitutes of an ***overall dimension*** composed of four perspectives regarded to setting their stamp on all teacher education. These are

- a scientific and critical approach
- a historical perspective,
- an international dimension, and
- an ICT-perspective meant to function as an educational resource.

The scientific and critical approach is intended to foster future teachers' normative attitudes as to make them "*aware of and able to evaluate different educational methods and theories*". The

historical and international perspectives broaden the students' knowledge in time and space to counteracting a narrowly contemporary and national view of school and learning. The last perspective is regarded as an educational resource and “*an absolutely essential part of a teacher education programme*” in today's digitalized society.

Level II encompasses **core knowledge and skills**, a certain set of knowledge and skills that all teachers need, regardless of their specialisation and type of school. These consist of the following eight content areas:

- The organisation of education and its conditions, foundations of democracy
- Curriculum theory and didactics
- Theory of science, research methods and statistics
- Development and learning
- Special needs education
- Social relations, conflict management and leadership
- Assessment and grading
- Evaluation and development work (SOU 2008:109, p. 27)

The Inquiry conceives the above mentioned skills and knowledges as the core of educational science worth one year of full-time studies.

Level III comprises **specific knowledge and skills**, knowledge and skills specific to teachers in a certain age category or type of school. The Inquiry stresses the importance of “*good knowledge of the subject they teach*” and of the didactical perspective with regard to different subjects and student groups – “*subject didactics*”.<sup>7</sup>

It should be stressed that the Inquiry HUT07 in its review of the various forms of adult education concludes that these are too different to allow a specific teacher training for adult education. At the same time it considers that the various proposed teacher specialisations cover the need of educators for adult learning settings. Regarding the formal adult education and its tasks the Inquiry comes to the conclusion that “*in principle, special teaching competence is not needed for municipal adult education in addition to relevant teacher specializations in different subjects, although it is advantageous if an adult educational approach could permeate the core courses (in teacher*

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<sup>7</sup> The Inquiry HUT07 proposes a teacher education programme with a common core of educational science (“*Utbildningsvetenskap*”) and a number of specialisations. Two new professional degrees, for primary school teachers and secondary school teachers, are proposed to replace the present single degree.

*training programmes). For basic adult education even primary school teachers can be considered as far as basic language and math development is concerned."* (SOU 2008:109, p. 287)

What is an “adult educational approach”, is never outlined in the Inquiry!

### **1.5 Folk high schools (folkhögskolor)**

Aside from study circle associations (studieförbund), adult popular education (folkbildning) is also provided by folk high schools (folkhögskolor). Even those are free from central government control and voluntary for its participants, despite considerable economic support from the State.

Government guidelines include a statement of the purpose of the grant – to help strengthen democracy and intensify commitment to and participation in the development of society, among other aims – and set out reporting requirements.

Courses offered by folk high schools, as well as study circles and cultural activities are open to everyone and cover a wide range of subjects. Of the 150 folk high schools, 107 are run by popular movements (NGOs), non-profit bodies and supporting associations and 43 are run by country councils and municipalities. Unlike other educational institutions, folk high schools are not required to follow centrally established curricula. The freedom to determine its own activities and educational profile affords each folk high school considerable scope to design and tailor its courses to suit a range of target groups.

Studies are often inter-disciplinary with project oriented courses based on participants’ needs, previous knowledge and experience from work and social life.

The folk high schools have courses on various levels with various emphases. The long-term courses (general courses) last from 1–3 years. All tuition is free of charge and national student aid is available. The folk high school is a form of study for adults, with a minimum age of 18 years for the general courses. The schools normally provide priority to applicants with little prior education and are perceived as a “second chance” school. General courses that can qualify for university studies are an important part of the activities and are offered at all folk high schools. The folk high schools have approximately 13,000 participants in general courses every term.

The folk high schools also offer many special courses, such as those in music, media, craftsmanship, theatre, languages, preventative healthcare and tourism, where a large part of study time is devoted to the selected subject area. Some of these courses are vocational. Examples include training to become a youth recreation leader, drama pedagogue, journalist, cantor or treatment assistant.

There are slightly more than 13,500 participants in the special courses every term. The folk high schools also have approximately 80,000 participants per term in short courses of various kinds.<sup>8</sup> For teachers working in high school exist a special one-year training programme only at the Linköping University. It consists of 60 ECTS and is offered both on a full-time and a part-time/distance basis. According to the Higher Education Act (SFS 1992:1434), Linköping University has the right to issue Folk High School teacher certificate with either a specialization for work in folk high schools or a specialization for work in study circle associations.

To enroll in the programme requires basic eligibility for higher education and completion of university studies of at least 180 ECTS or a minimum of five years full-time employment in adult popular education as a teacher or educational leader. Even a combination of 90 ECTS of academic studies and three years of full-time educational activity qualifies for enrollment to the programme.

To qualify for the folk high school certificate the student must

- demonstrate the knowledge needed to achieve the objectives of the profession and contribute to its development, and

- demonstrate knowledge of the goals the state, folk high schools and adult education organizations' have set for adult popular education, and have an overall perspective of the task of popular education

Concerning skills and abilities the becoming folk high school teacher must

- demonstrate an ability to lead and teach, to inspire for independent studying and to support individuals and groups planning of their own studies,

- demonstrate an ability for cooperation and teamwork, as well as demonstrate communication skills and the ability to use tools for practical and aesthetic expression, and

- demonstrate an ability to use information technology in educational practice and to recognize the importance of the role of different media in this

Folk high School students must also

- demonstrate an ability to make professional judgments with regard to relevant scientific, social and ethical aspects, paying particular attention to human rights, and

- demonstrate an ability to identify the own need for further knowledge and to continuously upgrade their skills.

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<sup>8</sup> Ministry of Education and Research (2007). *Liberal Adult Education*. Fact sheets.

[[www.sweden.gov.se/content/1/c6/08/00/77/2505ddc3.pdf](http://www.sweden.gov.se/content/1/c6/08/00/77/2505ddc3.pdf)];

Folkbildningsrådet (2008). Facts on folkbildning in Sweden. [[www.folkbildning.se/Rapporter-publikationer/Fakta-om-folkbildningen/](http://www.folkbildning.se/Rapporter-publikationer/Fakta-om-folkbildningen/)]

## 2. DELPHI Survey

### 2.1 Pre-test expert group and the instrument

In an early phase of the project planning, when the working name of the project still was “*Qualifying the Actors in Adult and Continuing Education (Q-ACT)*”, we invited a group of adult learning experts, on 18 September 2008, to pre-test an early version of the questionnaire and gather opinions with regard to the entire project concept. The group consisted of 10 individuals representing adult popular education (non-formal adult education), the County Association of Local Authorities in Stockholm, adult educational institutions (formal adult education) and academic researchers and teachers.

This first seminar gave an opportunity to orientate ourselves in the subject area of potential competences and qualifications for adult educators and discuss in a rather open-minded way the project's purpose and goals. As well, the seminar provided us with valuable information and understanding for the work that must precede the project's study design and the validity assurance of the questionnaire the consortium, finally, agreed to distribute to each national expert group.

The group was convinced that the project is important and should go on. We discussed the proposed list of seven competence domains<sup>9</sup> in the original Q-ACT questionnaire, and asked the group to come with suggestions of suitable experts to be contacted for participation in the Swedish DELPHI expert group.

The pre-test expert group did find all seven domains relevant and expressed among others the following views:

- A specific adult education perspective was not obvious in the questionnaire. Judging from the specific items in it the experts wondered what the difference between specific adult educators' competences and those of educators are. The group found the questions to be quite general and applicable to any educators/teachers “didactic profile”. They faced difficulties in seeing the logic of the structure behind the questions and asked for the theory/perspective from which the questions are derived? Maybe the problem of the unclear link to adult educators could be solved if there should be a question at the end, asked

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<sup>9</sup> 1) Subject-related, specialist domain, 2) Social domain, 3).Development and Reflection domain (was: "Personal"), 4) Didactical-methodological domain, 5) Planning and Management domain, 6) Access and progression domain, 7) Cooperation with the environment domain

respondents to select (to point out) the skills in the questionnaire that are more specific for adult trainers.

- The pre-test group felt that both the notion of learning and of the educator was kind of an old fashion and advocated for better visibility of an interactive approach to adult learners instead of a view on teachers as only transformers of knowledge.
- Differences in professional responsibilities between various groups of adult educators ought to be reflected in the construction of the items.
- Questions dealing with values/personal attributes should be kept distinct, as much as possible, from competencies needed for the fulfilment of the adult educators' task.
- Absent from the questionnaire was the “democratic” dimension of the adult educator mission (the adult educator as carrier of democratic values and attitudes), and this was particularly pointed as a problem by the Swedish experts. Perhaps this might be a matter of language i.e. formulation, understanding and use of concepts
- How is adults' right of participation in decision making, regarding their learning, expressed in the questionnaire?
- Adults learn also at the workplace – this is missing from the questionnaire. Missing was also adult educators role concerning a) civil society organisations, b) groups of marginalized adults (“oppressed”), c) community development, d) challenging of beliefs and identities taken for granted
- The group noticed that the questionnaire was rather gender neutral, while many adult educators, trainers etc. are female, and in Sweden 75% of adult participants are female.
- Questions with relevance to distance education and the need of IT competences seemed to be absent.
- The group noted that the language (English) could be a problem with various degrees of misunderstanding. Also the meaning of the different concepts could possibly cause problems with the instruments reliability. Thus, the suggestion was to provide the questionnaire with definition of main concepts. E.g. what do we mean in the questionnaire when using words like ‘flexible’, ‘societal’, ‘working with’ and ‘working together with’?
- The whole section – interpersonal behaviour – had very much an individual participant in focus for the educators interaction. According to the opinion of the pre-test group an adult educator should also be involved in supporting group learning (cooperative learning).

The transition process from the preparatory work and design of Q-ACT to the structure of the Qf2Teach concept will be described under 2.4 (Research results).

## 2.2 The Delphi-Method in brief

The Delphi method<sup>10</sup> is a set of procedures to obtain forecasting judgements of a panel of experts concerning various subject matters. Through structured communication technics, usually in the form of iterating questionnaires, the carefully selected experts are asked to answer questions two or more times. Every round of the questionnaire is controlled and the new questions are based on the statistical aggregation of the previous group responses. Before the new round, the facilitator of the Delphi questionnaire provides a summary of the experts' forecasts from the previous round along with the reasons they gave for their judgments, encouraging them to consider when answering again. The idea behind this procedure is that the range of the answers will eventually decrease and the group will converge towards a "common" answer. The process ends when it is deemed that consensus have been achieved and the results are stable.

The Delphi Technique is today a widely used method for collecting data from respondents in their area of expertise in order to reach consensus on any particular topic. The method was developed by Dalkey and Helmer (1963) within the RAND Corporation and is based on the principle

*"Two heads are better than one, or ... n heads are better than one"*

Unlike surveys that are trying to identify "what something is", the Delphi method attempts to deal with "what one can or should be" (see Hsu & Sandford, 2007).

According to Delbecq, Van de Ven, and Gustafson (1975) Delphi technique can be used eg

1. To determine or develop a range of possible program alternatives;
2. To explore or expose underlying assumptions or information leading to different judgments;
3. To seek out information which may generate a consensus on the part of the respondent group;
4. To correlate informed judgments on a topic spanning a wide range of disciplines, and;
5. To educate the respondent group as to the diverse and interrelated aspects of the topic (ibid, p. 11).

The Delphi method in the present study appears to be suitable for formulation a well-founded competence profile on the basis of sound assessments of acknowledged experts. The selected experts cover the whole field of Adult and Continuing Education and it is expected that they will provide us results which have been emerged from a consensus-building procedure. This is important considering the value of gaining wider societal legitimacy of the surveys' output aiming at implementation of a general (European) qualification frame.

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<sup>10</sup> The name of the method refers to the Oracle of Delphi. The inventors of the method were not happy with its name, because it implies "something oracular, something smacking a little of the occult". On the other hand, one could argue that this is waged by the virtues symbolized with two inscribed aphorisms in the forecourt of the temple of Appolo at Delphi: "**Know thyself**" (γνώθι σε αυτόν) and "**Nothing in excess**" (μηδέν άγαν).

Moreover, the Delphi Technique enables to capture and identify specific competencies for different parts of the Adult Learning field that were not “find out” and included in the initial competence catalogue. Delphi method is mainly designed for predictions and fitted to detect and assess future trends.

Finally, dissent among the experts might stimulate additional empirical research.

The design and content of the first wave questionnaire will be described under 2.4 (Research results).

### 2.3 Sample and features of the Swedish response group

When we started thinking about the composition of our expert-group we followed the guidelines agreed upon by the project consortium after thorough orientation in relevant literature with concern to Delphi methodology. We decided to contact more than 30 experts selected from our network of ACE and on suggestion from the Swedish pre-test expert group. In accordance to our Delphi design the sample of experts should include five groups of informants representing the entire field of ACE, namely:

1. teachers/adult educators from different parts of the ACE field
2. heads or managers of various adult educational organisations
3. representatives from professional associations
4. researchers and teachers from the university with long experience of working with adult learning issues
5. administrative experts engaged in adult educational policy.

The contact with the prospective informants was made partly via e-mail and by phone. Every one was provided with detailed information about the project's purpose and method, and kindly asked to participate. They also told how important their contribution was for a succesful complition of the inquiry and for the entire output of the project.

The number of individuals who eventually participated in the survey’s two phases and their belonging to the different subgroups is evident from the table below:

**Table . Number of the Swedish sample - Participants in first and second wave**

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Participants (n = 21)

Participants (n = 21)

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Experts	Number	Percentage	Number	Percentage
Teachers/adult educators	7	33	7	33
Heads/managers	4	19	3	14
Representatives	2	10	2	10
Researchers	4	19	4	19
Administrative experts/policy	4	19	5	24
Total	21	100.0	21	100.0

The number of respondents who answered the second questionnaire was the same as in the first wave, i.e. 21 individuals. However, when comparing the response rate in both waves we find that four respondents answered only the first questionnaire, while four respondents answered only the second questionnaire. This means that we can only compare the responses between the two forms of 17 individuals.

### 3. Research results

Since the two waves of the Delphi instrument were quite similar with regard to content and design the chapter starts with a description of the project's first wave instrument followed by a presentation of the outcomes of the first and second questionnaire, interspersed with interpretations and reflections.

The questionnaire of the Qf2Teach project was basically a remodelling of the questionnaire proposed by the German Institute of Adult Education and its former Q-ACT research group. The Qf2Teach consortium took into account the following three pillars of concern of the German proposal:

1. Questions concerning key competencies for adult educators
2. Theoretical and practical considerations regarding the discourses of core competencies and qualifications for adult educators
3. Contextualisation of competencies and qualifications in different adult education practices

The instrument of the Qf2Teach consortium was finally developed in a more differentiated way due to contributions from the project partners. It is composed of nine competence domains intended to meet adult educators' professional profile. The nine a priori competence domains are:

- Personal Qualities

(PQ)

- Interpersonal behaviour and communication with learners (IB)
- Cooperation with the external environment (CE)
- Planning and management (PM)
- Access and progression of learners (AP)
- Subject related specialist domain (SD)
- Monitoring and assessment of learning processes (MA)
- Didactical-methodological domain (DM)
- Personal development and reflection (PDR)\*

The first instrument/questionnaire of our Delphi study consisted of both open-ended and close-ended questions. The opening question was:

*What are in your experience and opinion the main characteristics of professionals who are really competent to help adults learn?*

The subsequent questions were structured so as to cover all nine domains. Within each domain, we asked the participants to indicate in a scale grading from 1-6, if the presented quality and behavior was either irrelevant (score = 1), indispensable (score = 6) or something between, to be a competent adult educator (Adult Learning Facilitator). Every close-ended question was followed by two open ended in which the respondent were asked to present the own view and comments on the current issue (i. *If there are any competences that you think will become more important in the future, please indicate why*, and ii. *Do you have any remarks or comments concerning any competence listed so far?* ). The questioning procedure was repeated within all domains but this time the respondent was asked to consider for the future importance of the same competences. Respondents were asked if the respective item is of “less importance”, “equally importance”, or “more importance” in 2015 (scored as 1, 2 and 3). Also here every domain ended with two final open questions asking for remarks/comments with respect to the features listed or not listed within the respectively domains.

The nine works domains were followed by questions on the necessity of different qualifications of adult educators and the development of the adult educators professional competence profile in future (2015) with regard to reputation, status etc. The questionnaire ended with questions concerning personal facts such as educational background, gender and the like.

### 3.1 First wave questionnaire – Analysis and Outcomes

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\* The name was changed after the first wave to *Personal and Professional development and Reflection (PPD)*

Our analysis of the open-ended responses from the Swedish respondents broadly indicates that they fit in the 9 a priori competence domains. In addition some of the respondents came also with suggestions beyond the nine domains. It means that our 9 domains are not enough comprehensive to cover the respondents' suggestions. For that reason we proposed to maintain almost the same domain classification even in the second wave questionnaire, though slightly modified so as to cover both what is common for all countries as well as the specific suggestions for each country (country-specific adult education traditions). In other words the new domain classification also needs to include a range of skills that were absent or at least not so obvious in the first wave. Below we decided to make a compilation of our first decoding based mainly on the open-ended answers of the first initial question Q1, and complete it with the open answers from the other questions following the structure of the 9 competence domains. The analysis indicates additional qualities that are not enough stressed in the first classification. As you will realize we made an effort to allocate the different qualities under the current domains according to our interpretation of the received answers (we cite the answers as they are formulated by the respondents)

## **Existing domains**

**Q1: 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?**

### **1. "Personal qualities" [with regard to the professional task]**

- True interest (commitment) in supporting others to learn and develop (n=5)
- Good listener (n=3)
- Empathetic - empathy (n=4)
- Sensitivity (n=1)
- Responsiveness (n=1)
- Humility (n=1)
- Humanity / Devotion to learners as human beings (n=2)
- Broad life experiences (n=3)
- Humour (n=1)
- Creativity (n=1)
- Inventive (n=1)
- Respectful (n=4)
- Curiosity (n=4)
- Open minded (n=2)
- Positive attitude to their teaching assignments (n=1)

- Being understanding when it's difficult (n=1)
- Can handle with all kinds of persons (n=1)
- Positive expectations (n=1)

**COMMENTS:** Personal qualities combined with others, not necessarily academic virtues, such as life experience are much appreciated values according to our experts:

- *“To be a good teacher you need both knowledge, practice and characteristics you can’t study”* (answer to Q32)
- *“Very much depends also on the personal qualities of the individual. Sometimes a higher academic education can be of undo”* (answer to Q32)
- *“An academic qualification is needed but also experience from various fields of adult education”* (answer to Q32)
- *“Good leadership skills, commitment to Popular Education (folkbildning), motivation and ability to inspire, and interest in and commitment to his subject is what we in the first place require by our leaders. It is not relevant whether these abilities come through experience from the working life”* (answer to Q32)
- *“Too high academic education can sometimes be a hinder”* (answer to Q32)

Some of the competencies placed in this domain also qualify for the domain “Interpersonal behaviour and communication with the learner” and vice versa (see below). The reason is that these skills are not only of general human nature, but primarily of much importance in contexts where educators’ task is to help others learn.

## 2. Interpersonal behavior and communication with the learner

- Respect for each participant’s life experience and their personal attributes and their knowledge, skills, abilities (n=2) [also **Didactical-methodical domain ?**]\*
- Ability to use the participants’ experiences and knowledge (n=1)
- Capacity to assess yourself from the participants views (n=1)
- Can engage the participants (n=1)
- Motivate the person to look for and get knowledge on his/her own (n=1)

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\* The highlight with **bold type** in square brackets [ ] indicates the domain in which the competence belongs to or also would belong to.

- I think that patience and looking for that specific person's way to learn are important (n=1)  
[also **personal quality?**]
- Equitable and inspiring attitude (n=1)
- Ability to listen, communicate and create a dialog (n=1)
- Finding ways to support the person when it's tough (n=1)
- Social competence (n=1)

### **3. Cooperation with the external environment**

- Engagement in the society (n=2)
- Understand the cultural context which you are a part of (n=1)
- I think that our role is not only to interact with and understand various policies and social institutions but also to affect them. I miss the option in Q8 (answer to Q10)

### **4 Planning and management**

- Leadership skills and knowledge of group dynamics (n=1)
- The ability and competence to use the technological tools at hand (n=1)
- Flexible to handle re-organisations in Adult Learning (n=2)
- Methodical character (n=1)
- Basic skills/training in presentation and the management of individuals (n=1)

### **5. Access and progression of learners**

- Large network to consult or to send the learner (n=1) (unclear?)
- Knowledge about validation and skills to validate previous knowledge (answer to 29)

### **6. Subject-related and specialist domain**

- Appropriate and thorough subject knowledge acquired through studies and experience (n=12)
- Insight into learning theories (n=1)
- Relevant knowledge for the task (n=1) [also **pedagogical and didactical ?**]
- Well integrated and high degree of societal knowledge, broad knowledge basis (n=1) [**General knowledge basis**]
- Knowledge on the world around /omvärldskunskap/ (n=1) [**General knowledge basis**]
- Have a good all-round education /allmänbildad/ (n=1) [**General knowledge basis**]
- Redundant knowledge of the subject (?) (n=1) [**General knowledge basis**]

**COMMENTS:** It is evident that the Swedish group stresses the importance of both subject-related (specific) and generic knowledge as very important

#### **7. Monitoring and assessment of learning processes**

- Ability to take the participants experiences into the dialog and relate to experience (n=1) [also **Interpersonal behaviour and communication with the learner?**]
- Good acquaintance with the students, their situation, needs and motivation (n=1) [also **Interpersonal behaviour and communication with the learner ?**]
- To be able to find other's (hidden) knowledge (n=1)
- Skills to concretize your teaching (n=1)
- Proceed from the participants' knowledge level (n=1)

#### **8. Didactical-methodical domain**

- Proceed from the participants' knowledge level (n=1) [also **Planning and management ?**]
- Pedagogic and didactic skills (6)
- Pedagogical understanding (n=1)
- Be flexible and able to give feed-back (n=1) [also **Planning and management ?**]
- Supervising approach (n=1)
- Ability to set your subject and teaching in a context and relate to the students (n=1)
- Ability to cooperate and to work interdisciplinary (n=1)
- Pedagogically grounded and well planned (n=1) [also **Planning and management ?**]

#### **9. Personal development and reflection**

- Self-reflection (n=1)
- Developing their own knowledge continuous (n=1)
- Continuous developing their own teaching methods (n=1)
- Ability to find knowledge about the content (n=1)
- Confident with your roll (n=1)

**COMMENTS:** The domain name would better capture some important competencies if it was renamed **Personal and professional development and reflection**. Why not combine it with the domain **Personal Qualities**?

## **New domains**

We identified at least four domains which we think would need to be considered for the second wave. The identified domains were proposed to be added or integrated to the existing ones. Every new domain is emphasised with utterances from open-ended answers. They are:

### **1. Intercultural understanding**

- Communicative skills (answer to Q3)
- to interact with adult learners of various backgrounds (answer to Q3)
- To understand the different culture of the learners, but not just what country they come from, but also the social experience of the student and other cultural differences (answer to Q6)
- Manage ethnical aspects of the participants and its relation to the major society's values (answer to Q6)

### **2. Democratic ethics**

- Strong set of values (answer to Q1)
- There's a backlash in the democracies.... and racism is on the move (answer to Q6)
- Adult education must give priority to democracy, and these values must increasingly be reflected in all activities. The emerging racism and xenophobia could threaten democracy if not countered (answer to Q6)
- A democratic ground of values is the Alpha and Omega (answer to Q7)
- Knowledge of different cultures, religions and values, insist on democratic values (answer to Q27)

### **3. ICT competence**

- Usage of technical equipment, various media, and distance learning (answer to Q6)
- ICT competences as more of AE moves over to virtual settings (answer to Q29)

### **4. Vocational (Work-related learning) versus bildung**

- “More individualised learning paths. Learning more integrated in work scenarios” (answer to Q9)

- “It’s important that the facilitators develop an understanding of the competence needs at the working market, enabling them to participate in the supporting structures ensuring a good development climate for the region concerned” (answer to Q9)
- “Adult popular education should be free and voluntary. It is and will be both breadth and diverse, it must be adapted to local needs and circumstances, it has to be closely connected to popular movements and part of the community-changing project that they seem striving at” (answer to Q38)

### 3.1.1 Sweden’s comments on the first wave and proposals for the second

The comments and proposals for the second wave are based on the quantitative analysis and the open responses formulated by the Swedish respondents.

- Qf2Teach project promises to develop a research-based translational Qualification Framework for the professional group of adult educators. Good research must of course be based on a solid theoretical and methodological basis. Unfortunately, it is difficult to see that the “analysis”, as it stands today from the first round of the Delphi survey, lives up to acceptable scientific criteria. It can hardly cope with the norms of ordinary academic reviewing for the following reasons.
- The expert groups are not comparable - we do not even know the composition of each country’s expert group and how the response patterns affect the mean scores and the rankings. We also perceive our Delphi-design as belonging to a qualitative research tradition. This fact makes us therefore a bit hesitant when we find the quantitative analysis becoming too dominant. Our principal objection to a quantitative analysis based on such a small base of respondents can be misleading on national level. Hopefully this is offset when the analysis is based on the entire sample of all involved countries. (The issue is not even mentioned in the proposed guidelines for the qualitative analysis we would follow). On the other hand, we are fully aware that a qualitative analysis is very time-consuming.
- The first initial question in the questionnaire differs from the other questions in that it does not make a distinction between important skills/competencies today and skills/competencies needed in the future. Thus, we do not really know if the respondents have highlighted qualities / abilities that are important today or in the future. This makes it precarious to interpret the information and draw conclusions for the second wave. The answers given to Q1 (first question) have to be analyzed, as we see it, much more in depth and in comparison to the proposed competencies in the questionnaire if we are to draw reliable conclusions.

- For the sake of the second wave we also believe that the original domain names need to be renamed and become more extensive/inclusive/comprehensive, which in turn would entail that they become fewer. Where possible, in the second wave alternative domain names should be invented to be more comprehensive, clear and better structured according to **knowledge, skills and attitudes**.
- Another problem we faced had to do with the quantitative analysis. It is not always easy to follow the response rates because they are not structured according to the existing 9 domains. The point is not made easier by the fact that the domains are presented with some new names instead of the original ones. This renaming creates significant “meaning shifts”. Perhaps they are correct interpretations but they created some confusion since it took time to understand the principle of the analysis. Still it is quite confusing finding domains including descriptions of more items, than there were in the questionnaire, or items from other domains. Check at the end of the qualitative analysis. For example, the domain "Monitoring and Assessment of learning processes" are presented as "Learning process analysis". The latter includes competency (d) "Assess the entry-level of learners", which otherwise is included in the domain "Access and progression of learners". As regards this last domain, we find that it is more about guidance (counselling) than "learning process analysis". One of our respondents expressed that as follows:

- *In Sweden 'study advisors' is a profession of its own. I think that it makes sense to continue separating the learning facilitation from information and general guidance. Provided that there are sufficient resources for this. (answer to Q15)*

Finally, important in the second wave is the assurance of the internal validity of the questionnaire – which we must try to make it **not as extensive** as the first was!

### 3.2 Second wave questionnaire – Analysis and Outcomes

#### Introductory remarks

The number of respondents who answered the second questionnaire was the same as in the first wave, i.e. 21 individuals. However, when comparing the response rate in both waves we find that four respondents answered only the first questionnaire, while four respondents answered only the second questionnaire. This means that we can only compare the responses between the two forms of 17 individuals.

In the following presentation the responses from the Swedish expert group are displayed alongside the results of the overall response group from the eight participating countries. Each competence

domain is then reviewed separately with particular emphasis on the open-ended responses and interpreted in relation to obtained response patterns. Only skills/competences which at least four respondents indicate that they should not be included in a core competence catalogue are particularly interpreted. Negative responses to a proposed skill, which also was included in the first wave, are checked in order to control the correspondence of the informants' response pattern. Where it was possible we tried to interpret the discrepancies between the two waves considering the respondents' remarks.

Item	Overall 'yes' (N=202) F (%)	SE 'yes' (N=21) F (miss.) (%)	Comments/Remarks
<b>1-3 Personal Qualities</b>			
Be open minded (overall n=200, missing=2)	190 (95.0%)	20 (95.2%)	
Be emotionally stable (overall n=197, missing=5)	164 (83.2%)	17 (81.0%)	4 answer that this competence should not be included.
Be attentive (overall n=193, missing=9)	166 (86.0%)	20 (95.2%)	
Be empathic (overall n=195, missing=7)	170 (87.2%)	18 (85.7%)	
Be authentic (overall n=195, missing=7)	168 (86.2%)	20 (95.2%)	
* Be passionate (overall n=186, missing=16)	125 (67.2%)	11 (52.4%)	With obvious reference to this item, one of the almost half of the respondents, who marked "no", states: <i>"Passion is a risk factor and it can end with a disaster were co-workers and the passionate person will be burned out."</i>
* Be able to process complex information (overall n=196, missing=6)	179 (91.3%)	16 (76,2%)	5 answer that this competence should not be included.
* Be creative (overall n=199, missing=3)	175 (87.9%)	18 (85.7%)	
* Be self-confident (overall n=189, missing=13)	160 (84.7%)	16 (76.2%)	5 answer that this competence should not be included.
<b>Respondents' comments/remarks concerning the field "personal qualities"</b>			
<ul style="list-style-type: none"> <li>▪ It is important for an adult educator to be flexible and to be able to approach different categories of adult learners</li> <li>▪ It is important that the persons have certain qualifications concerning professional aspects, but I think that it is 'ordinary' people', with a diversity of personal characteristics</li> <li>▪ The person should show a high degree of engagement</li> </ul>			

- Are these qualities that can be gained/trained from a teacher education, or are these qualities that the student has gained pre-education?
- While I believe all these 'personal qualities' are important, I cannot see, how they could be included in any certificate. However, people asked to write references regarding job applicants.
- I do not find it useful to include informal and extremely subjective competences.

**Interpretation:**

The respondents who selected the option "no", for the quality “*Be emotionally stable*”, had in the first wave indicated with the figures 3, 4, 5 and 5 on the numbered scale 1 (irrelevant) to 6 (indispensable), in terms of today, and with the figures 1, 2, 2 and 3 respectively when scoring for the importance of the same competence 2015. The options on the future importance of the attribute were three (1 = less important, 2 = Equally important, 3 = more important).

This could be taken as evidence of poor internal validity of the Delphi instrument between the two waves since we do not really know why these respondents expressed a reverse opinion compared to the same question in the first wave. This raises the question of the instrument's reliability.

That the instrument's validity seems not to be assured is also partly confirmed through the response pattern respecting the additional skills "to be able to process complex information" and "Be Self-Confident" in the second wave (Q2). We lack relevant information about how respondents perceive them and what meaning they attach to them. However, there are three comments that are interesting and thought-provoking. One comes from a respondent who consistently chose "no" to all listed points in this particular domain. A reason for that, according to the respondent's written explanation, is: “*I do not find it useful to include informal and extremely subjective competences*”.

Another wonders if these competencies are intended to be developed in the course of an adult educator training programme, or whether such properties should be included in the requirements for admission to an adult educator training program.

The third comment conveys certain doubtfulness whether it is possible to include those, otherwise important skills, in an adult educator's certificate.

In combination with the other comments emerges a picture showing that the various personal qualities are important to adult educators, enabling them to communicate with many kinds of people in a flexible manner. Those responsible for professional educator training programmes ought to consider if the above personal characteristics will be recruiting grounds for prospective participants or whether the development of these properties are to be included in the syllabus.

The matter of validity is also about how the answers should be interpreted. Are the respondents indicating that a) a certain ability does not need to be included in the competence profile of an adult educator, b) it is not important in general, or they mean that c) an adult educator's task is not to demonstrate/implement it in their teaching?

4-6 Interpersonal behaviour and communication with learners			
Communicate clearly (overall n=198, missing=4)	195 (98.5%)	20 (95.2%)	
Manage group dynamics (overall n=199,	194	20	

missing=3)	(97.5%)	(95.2%)	
Handle conflicts (overall n=197, missing=5)	170 (86.3%)	17 (81.0%)	4 answer that this competence should not be included.
Motivate (overall n=199, missing=3)	178 (89.4%)	17 (81.0%)	4 informants turn down this ability and do not think it should be included in the catalogue of core competencies.
Inspire (overall n=194, missing=8)	163 (84.0%)	18 (85.7%)	
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%)	20 (95.2%)	
* Act in an intercultural/multicultural environment (overall n=195, missing=7)	172 (88.2%)	21 (100.0%)	
* Negotiate (overall n=190, missing=12)	130 (68.4%)	14 (66.7%)	7 responses indicate that this task should not be included.
* Communicate with regard to high social and linguistic skills (overall n=192, missing=10)	147 (76.6%)	16 (76.2%)	5 responses indicate that this task should not be included.
* Act persuasively (overall n=183, missing=19)	106 (57.9%)	8 (38.1%)	An overwhelming majority answer that this competence should not be included.
* Listen actively (overall n=197, missing=5)	188 (95.4%)	19 (90.5%)	
* Be available/accessible to learners (overall n=196, missing=6)	181 (92.3%)	20 (95.2%)	

**Respondents' comments/remarks concerning the field "*interpersonal behaviour and communication with learners*"**

- There is a danger that the list becomes too long so that nobody will be able to meet all the requirements.
- My opinion with the no-answers is that I mean that there ought to be access for professional aid when special problems appear.
- The problem is that we now have created a superman
- Acting persuasively - not strictly necessary, perhaps?
- General comment - see 3 above. In addition: as to point 4, last paragraph: Yes, in principle, but depending on the situation it might be necessary to modify the priority given to the democratic principles. A facilitator has to be able to cut a discussion.
- The listed competence 'communicate with regard to high social and linguistic skills' riskerar att exkludera grupper. Social och språklig kompetens är ett starkt kulturellt färgat begrepp [might exclude groups. Social and linguistic competence is a strong culturally coloured concept].

**Interpretation:**

The competence/ability "*to deal with conflict*" is not regarded to be included in a adult educator's obligations, according to four informants. When making a comparison between how these respondents answered the same question in the first wave shows that one did not participate just

at that time, while the others three had selected the options 4, 5 and 4, when answering how important they consider listed skill is today, and that it should be equally important (scale option 2) in the future. Why in the second round they consider that this competence should be excluded from the catalogue is rather difficult to understand. One assumption is that the informants presume that adult educators do not have to deal with conflict resolution, due to the fact that they cope with participants who are “adults” and, therefore, they are capable enough to handle their own conflicts without someone else's guidance. Another explanation could be that they regard the number of skills as being too large and propose a reduction to the most important ones, without mentioning other details. The comments submitted to the open question are worth considering. Someone sees a risk with an extensive list of skills; another envisions the shape of a trainer with Superman-properties, while a third suggests that some of the proposed competencies should be provided by other professionals as they refer to situations of non-standard educational character (special education context).

The ability "to motivate" is deselected in the second round by four persons, who in the first form had chosen the values 3, 6, 4 and 5 respectively 1, 2, 3 and 1. Only two of these appear to have been consistent in their choices, namely those who marked with 1 (less important) when asked on the importance of the issue in 2015.

7-9			
<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%)	21 (100.0%)	
(Net)work together with a variety of stakeholders (overall n=195, missing=7)	167 (85.6%)	19 (90.5%)	
See their own specialist domain (the subject that is taught) in a wider societal context (overall n=195, missing=7)	190 (97.4%)	21 (100.0%)	
* 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%)	20 (95.2%)	
<b>Respondents' comments/remarks concerning the field “cooperation with the external environment”</b>			
<ul style="list-style-type: none"> <li>▪ The learning/teaching conditions vary in different contexts. It is not always possible to work together with peers or share good practice.</li> <li>▪ Q7: however depending on the situation, Q8: Very important.</li> <li>▪ Then again, there is always the risk of setting the standards too high.</li> </ul>			
<b>Interpretation:</b>			
The few comments made in this domain emphasize adult educator's ability to adapt to different learning contexts and to a range of target groups. Trainers' ability to collaborate with their colleagues in their professional work is particularly emphasized in a comment, while another			

warns for too high standards.			
<b>10-12</b>			
<b>Planning and management</b>			
Tailor teaching offers to the needs of specific target groups (overall n=195, missing=7)	183 (93.8)	20 (95.2%)	
Plan teaching offers according with the resources available (time, space, equipment, etc.) (overall n=198, missing=4)	187 (94.4%)	18 (85.7%)	
Design the structure of their teaching offers (in terms of content, time and distance) (overall n=196, missing=6)	184 (93.9%)	20 (95.2%)	
Conceptualise their teaching offers in terms of learner achievement (overall n=196, missing=6)	178 (90.8%)	17 (81.0%)	
Promote their own teaching/learning facilitation offers on the market (overall n=191, missing=11)	114 (59.7%)	10 (47.6%)	This feature is disliked by more than half of the respondents
Monitor and evaluate the quality of the delivery of teaching offers (overall n=196, missing=6)	166 (84.7%)	20 (95.2%)	
* Lead a working team/an organization (overall n=189, missing=13)	105 (55.6%)	13 (61.9%)	
* 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%)	9 (42.9%)	
* Develop and compile dossiers and portfolios (overall n=193, missing=9)	114 (59.1%)	13 (61.9%)	
* Recognise and build upon learners' prior learning (overall n=194, missing=8)	173 (89.2%)	20 (95.2%)	
* Develop and implement quality assurance measures (overall n=191, missing=11)	149 (78.0%)	18 (85.7%)	
* Transfer subject knowledge to industry partners (i.e. the economic sector) (overall n=188, missing=14)	107 (56.9%)	8 (1) (40.0%)	
<b>Respondents' comments/remarks concerning the field "planning and management"</b>			
<ul style="list-style-type: none"> <li>The conditions vary from organisation to organisation. It is not always possible to meet all the requirements.</li> </ul>			

- The three no-answers indicate that I think it is good but not necessary. Among all it depends on the circumstances of the learning setting and is also related to different kinds of learning processes and their aims.
- Planning and management is not supposed to act on the technical level. As an example; not develop but implement quality assurance measures.
- Ability to commercialise core competence in facilitation is a different field.
- 10 and 11 very much depend on economic and organisational circumstances. It might be unwise to include this in general competences. There will always be situations when a learning facilitator's primary mission will be limited to a certain previously defi [ Note that the sentence is unfinished or cut in the data stock!]

**Interpretation:**

The ability / requirement “Promote Their own teaching / learning facilitation offers on the market” was rejected by a majority of the Swedish Expert Group. A comparison with the response pattern of the same individuals, when they answered the same question in the first questionnaire, shows that the answers are not consistent. The answers in the first wave highlighted that the capability would be equally important or more important in 2015 (7 informants selected the option 2 while 2 the option 3). Two answered only one questionnaire.

How should this be interpreted? The explanation may be possible to find in the first questionnaire, where respondents in their comments expressed awareness of the current trend towards greater commercialization of educational opportunities. However, according to comments, this development was unfortunate and undesirable. Possibly they took the opportunity in the second wave to position themselves against such a development and therefore they chose to exclude this skill from a future competence catalogue.

13-15			
Access and progression of learners			
Encourage learners to take over responsibility for their future learning processes (overall n=200, missing=2)	191 (95.5%)	20 (95.2%)	
Analyse typical barriers that may be face by adults returning to learning (overall n=199, missing=3)	188 (94.5%)	19 (1) (95.0%)	
Assess the entry-level of learners (overall n=193, missing=9)	179 (92.7%)	19 (90.5%)	
Refer learners to information about different external support structures (e.g. grants, childcare) (overall n=192, missing=10)	128 (66.7%)	11 (52.4%)	10 respondents deselect this requirement from a future catalogue.
Provide information about further learning opportunities in relation to own specialist area (overall n=195, missing=7)	171 (87.7%)	18 (85.7%)	
* Adopt/adjust to different groups/levels/cultures (equality and diversity) within their professional practice	179 (89.5%)	18 (1) (90.0%)	

and through effective differentiation (incl. support for disability) (overall n=200, missing=2)			
<b>Respondents' comments/remarks concerning the field "access and progression learners"</b>			
<ul style="list-style-type: none"> <li>▪ The additional competence might be included in some of the previous competences.</li> <li>▪ Concerning the no-answers it is depending on the circumstances. It is impossible to expect the 'learning staff' can do all within the frame of 'education' - in a broad sense.</li> <li>▪ Question 14: <i>adopt/adjust to different groups/levels/cultures (equality and diversity) within their professional practice and through effective differentiation (incl. support for disability)</i>. The possibility to succeed in a class for a competence of thi [ <u>Note that the sentence is unfinished or cut in the data stock!</u>]</li> <li>▪ No14 is a core competence for teachers who are specialized for teaching pupils with special needs.</li> </ul>			
<p><b>Interpretation:</b> Of interest to note here are the comments according to which the additional competences should be included in some of the previously listed domains - without specifying what those might be - and that they seem to belong to specialized skills aiming to support "pupils with special needs". In the case of the latter assertion the informant suggests all the additional items in Q14 not to be part of a regular adult core competence profile. This is an opinion from an informant who did not participated in the first wave!</p>			
<b>16-17</b>			
<b>Subject-related, specialist domain</b>			
Have specialist knowledge in their own area of teaching (overall n=198, missing=4)	186 (93.9%)	20 (95.2%)	
Update their domain specific knowledge continuously and autonomously (overall n=199, missing=3)	193 (97.0%)	21 (100.0%)	
Have knowledge in neighbouring disciplines of their own area of expertise (overall n=195, missing=7)	163 (83.6%)	19 (90.5%)	
Know about the societal relevance of their area of expertise (overall n=194, missing=8)	180 (92.8%)	20 (95.2%)	
<b>Respondents' comments/remarks concerning the field "subject-related, specialist domain"</b>			
<ul style="list-style-type: none"> <li>▪ The more knowledge the facilitator has the better it is. Neighbouring disciplines is too vague to motivate inclusion.</li> <li>▪ How is the word specialist defined? If you can be referred as a specialist if you have a master's degree, then I would reply 'yes'. If it means having a phd, then I reply 'no'.</li> </ul>			
<p><b>Interpretation:</b> Two comments in this field are wondering about the meaning of "specialist" (when and what makes someone specialist?) and "neighbouring discipline" (there is a risk here to be trapped in a</p>			

traditional academic subject classification!).			
<b>18-20</b>			
<b>Monitoring and assessment of learning processes</b>			
Assess the needs of the learner (overall n=198, missing=4)	189 (95.5%)	20 (95.2%)	
Analyse learning barriers of the learner (overall n=196, missing=6)	177 (90.3%)	19 (90.5%)	
Monitor the learning process (overall n=197, missing=5)	188 (95.4%)	20 (95.2%)	
Evaluate the learning outcomes (overall n=197, missing=5)	190 (96.4%)	20 (95.2%)	
Conduct formative assessment and learner/teacher dialogues (overall n=190, missing=12)	172 (90.5%)	19 (90.5%)	
* Assist learners to record their own process (overall n=198, missing=4)	168 (84.8%)	18 (85.7%)	
* Assist learners to provide evidence of their own practice (overall n=196, missing=6)	160 (81.6%)	17 (81.0%)	4 respondents disapprove this item
<b>Respondents' comments/remarks concerning the field "monitoring and assessment of learning processes"</b>			
<ul style="list-style-type: none"> <li>▪ I have answered yes, although the additional competences might be included in previously mentioned competences.</li> <li>▪ The motive to the no-answers is that it must be possible to get help when certain circumstances are required.</li> </ul>			
<p><b>Interpretation:</b> Although there are four who rejected the proposal "<i>assist learners to provide evidence of their own practice</i>", they leave no remark to explain the reason for that. Perhaps the question is not so understandable! What do we mean by asking "provide evidence of their own practice"?</p>			
<b>21-23</b>			
<b>Didactical-methodological domain</b>			
Create a safe learning atmosphere (not intimidating) (overall n=199, missing=3)	193 (97.0%)	20 (95.2%)	
Support informal learning (overall n=198, missing=4)	177 (89.4%)	21 (100.0%)	
Stimulate the active role of learners (overall n=198, missing=4)	196 (99.0%)	21 (100.0%)	
Have a broad repertoire of methods at their disposal (overall n=198, missing=4)	186 (93.9%)	20 (95.2%)	
Encourage collaborative learning among	191	20	

learners (overall n=198, missing=4)	(96.5%)	(95.2%)	
Apply old and new media (incl. the use of technology) (overall n=198, missing=4)	183 (92.4%)	20 (95.2%)	
Provide support to the individual learner (overall n=200, missing=2)	186 (93.0%)	21 (100.0%)	
Proceed in a structured way (overall n=197, missing=5)	169 (85.8%)	19 (90.5%)	
Make use of the participants' life experience in the teaching activities (overall n=196, missing=6)	189 (96.4%)	21 (100.0%)	
Apply adult learning theory in teaching (overall n=198, missing=4)	183 (92.4%)	20 (95.2%)	
* Apply knowledge of suitable methods and techniques (overall n=196, missing=6)	178 (90.8%)	21 (100.0%)	
* Coach learners (overall n=194, missing=8)	170 (87.6%)	20 (95.2%)	
* Engage in mentoring and coaching with colleagues in order to support professional development (overall n=195, missing=7)	158 (81.0%)	19 (90.5%)	
* Apply general didactical skills (overall n=195, missing=7)	173 (88.7%)	21 (100.0%)	
<b>Respondents' comments/remarks concerning the field "didactical-methodological domain"</b>			
<ul style="list-style-type: none"> <li>• Most of the additional competences are included in previously mentioned competences. Yet they are valuable.</li> <li>• I am not sure that coach learners and support from colleagues is something that always can be available, even if it probably is a good thing. The learning competence must be separated from competencies that are more social and therapeutical oriented.</li> <li>• This is what it's all about. However, 'assessing the assessor' will always present a problem.</li> </ul>			
<b>Interpretation:</b>			
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<b>24-26</b>			
<b>Personal and professional development and reflection</b>			
Orientate themselves to the needs of the participants (overall n=195, missing=7)	181 (92.8%)	21 (100.0%)	
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%)	19 (90.5%)	

Recognise their own learning needs (overall n=198, missing=4)	188 (94.9%)	18 (85.7%)	
Set their own learning goals (overall n=197, missing=5)	177 (89.8%)	18 (85.7%)	
Be curious (overall n=193, missing=9)	159 (82.4%)	18 (85.7%)	
Be creative (overall n=198, missing=4)	172 (86.9%)	20 (95.2%)	
Be flexible (overall n=201, missing=1)	188 (93.5%)	20 (95.2%)	
Reflect upon their own professional role (overall n=198, missing=4)	191 (96.5%)	20 (95.2%)	
Evaluate their own practice (overall n=199, missing=3)	192 (96.5%)	21 (100.0%)	
Be self-assured (overall n=192, missing=10)	151 (78.6%)	18 (85.7%)	
Be committed to their own professional development (overall n=198, missing=4)	188 (94.9%)	20 (95.2%)	
Cope with criticism (overall n=196, missing=6)	182 (92.9%)	20 (95.2%)	
See different perspective (overall n=199, missing=3)	190 (95.5%)	20 (95.2%)	
Be stress-resistant (overall n=193, missing=9)	162 (83.9%)	12 (57.1%)	9 responses disagree
* Be a self-reflective learner (continuously) (overall n=196, missing=6)	182 (92.9%)	20 (95.2%)	
* Be engaged (overall n=194, missing=8)	172 (88.7%)	19 (1) (95.0%)	
* Be in a constant exchange with researcher (in the field of adult and continuing education) (overall n=193, missing=9)	136 (70.5%)	15 (71.4%)	6 respondents disagree
* Be in a constant exchange with other teachers/trainers (overall n=194, missing=8)	159 (82.0%)	17 (1) (85.0%)	
* Be able to transfer theory into practical experience and skills using different types of teaching devices (overall n=195, missing=7)	186 (95.4%)	20 (1) (100.0%)	
<b>Respondents' comments/remarks concerning the field "personal and professional development and reflection"</b>			

- There is a risk that the requirements become too heavy for anybody to live up to.
- I want to add to most of the answers: 'it depends on'. 'Learning facilitators' are human beings and you have to put reasonable demands on those persons. There must be a distinguish between the demands on the professional skills and on the desired persona.
- A strange questionnaire as a whole....everything you list (almost) is by definition a 'yes' I don't understand the meaning if this.
- I would suggest leaving most of these very general abilities outside the list of core competences. Otherwise you get dangerously close to 'being happy' 'have an attractive appearance' etc.

**Interpretation:**

Informants who indicate disagreement with the statement “*Be stress resistant*” had indicated for the opposite in the first wave. With the exception of one informant who’s answer was consistent the others confirmed the importance of the quality. Three had chosen the option 5 (very relevant) and the option 2, 3 and 3 respectively, which is a strong consent. The problem is that they don’t provide us any explanation for that change. Perhaps their stress tolerance was running out at the end of the survey!

As to the rest, the comments speak for themselves.

The Swedish expert group express the opinion that the listed competence catalogue is too much and too comprehensive. Swedes are known for their “lagom”-mentality, which means that they have a predilection/predisposition to balance between too much and too little of something.

The analysis of the received answers of the second wave gave the following picture:

1. Basically, there is a large consensus of the Swedish response pattern with the average scores of the other consortium countries.
2. A comparison with the response pattern in the first questionnaire, regarding the items with low positive values in the second, unveils a problem of contradiction, which ultimately might be a matter of the instrument's insufficient reliability and validity.
3. If we exclude the identified cases, where the answers between the first and second wave deviate, we note that the answers to the remaining items confirm the aggregated competence domains from the first round. To some degree this circumstance compensates our concerns of weak reliability and validity of the questionnaire.
4. Also in this survey the respondents affirmed that presented competencies are too many. Some of them even expressed difficulty in excluding items in the second questionnaire as more or less inappropriate for an adult educator’s future professional profile. Another respondent expressed doubt as well whether it is viable to include all these skills in a certificate.

**Since it appears that the offered competencies are relevant to the Swedish experts, we decided to retain the same division of key competencies in nine domains, distinguishing them in**

**competencies of higher and lower importance depending on to the answers from the respondents.**

#### **4. Outcomes with respect to a national qualifications framework**

The matter of how to transform the list of the Delphi grounded core competences into concepts for national (and transnational) qualification framework linked to the European Qualifications Framework (EQF)<sup>11</sup> proved to be fairly tricky one. That depends on the fact that the issue of EQF is not yet present in the public discourse. However, we decided to look into the matter a little closer and discovered that something is going on the Swedish EQF front.

The Swedish Government announced its intention to carry out the European Parliament's recommendation on the implementation of the European Qualifications Framework in lifelong learning (EQF) in December 17, 2009. By the decision (U2009/7339/SV) the Government proclaims to take all the necessary actions and changes to meet the requirements of the Recommendation. According to the recommendation all the countries involved must relate their national qualifications levels to the EQF and in 2012 all new certificates will include a reference to the EQF. To follow the work, a reference group comprising representatives of various ministries has been established at the Ministry of Education.

The Swedish National Agency for Higher Vocational Education (Yh) is authorized to function as the national coordination point for the European Qualifications Framework for lifelong learning. Among other tasks, as stated by the Government's decision, the agency's mission is to link the public education and training system in Sweden to EQF and shape descriptors, so that they cover and can be applied in all parts of the public education system. Even players outside the public education system will be offered the opportunity to relate their qualifications to the EQF.

EQF concludes eight reference levels, spanning the full range of skills, from basic level (level 1) to advanced (level 8). The eight reference levels are expressed as learning outcomes, defined as what a person knows, understands and can do after a learning process and not in terms of how learning was achieved. The main emphasis is therefore on the outcome of the learning process rather than on efforts, such as study duration. Qualifications include various combinations of a wide range of learning outcomes, including empirical or theoretical knowledge, practical and technical skills and social skills where responsibility, autonomy, value judgment ability and ability to work with others are central. The European Qualifications Framework will be supported by national frameworks

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<sup>11</sup> European Qualification Framework (EQF) is a common European reference framework which links the different countries' qualifications systems to function as a translation device to make qualifications from different countries and systems in Europe easier to understand. It is a tool for describing learning outcomes in one of three categories of knowledge, skills and competence. The Framework has two main objectives: to promote citizens' mobility between countries and facilitate their lifelong learning.

(NQF) that will be compatible and transparent.

The Swedish National Agency for Higher Vocational Education (Yh) has in its proposal for a NQF, which in turn was based on a Government commission and the positions of various expert groups, chosen to place the national framework as close to the European one as possible and provide the same basic structure. This means that the Swedish National Qualifications Framework has eight levels and three categories where qualifications fit into, i.e. knowledge, skills and competence. The categories of the framework and the different assessing expressions have been given a general design to allow the insertion of documented experience / knowledge from different types of degrees.

On March 10, 2011 the Authority's (Yh) National Qualification Framework (NQF) group, sent out a proposal concerning the placing of the public education system's certificates into the NQF's eight levels, to over 200 various stakeholders (school authorities) for comments.<sup>12</sup> Each stakeholder was asked to describe and place the own education / programs / degrees / diplomas into proposed NQF structure. Finally, the Yh decided to endorse all but one the submitted proposals for co-location received. The exception applied to whether the elementary school would be placed at level 2, as the National Agency of Education (Skolverket) advocated for, or to level 3 as the Yh argued and at the end decided for.

The overall picture from the work with NQF is currently in a phase of compilation and processing of the reactions, views and comments from various organisations and institutions. The work still seems to be a concern for state administrators, and it has not made any impression on the public debate or the current education policy.

### **National Workshop**

At our national workshop in August 17, 2011 participated 12 invited experts. Most of the participants (2/3) belonged to the national expert panel and had answered the Delphi questionnaires. The aim of the workshop was to present the background of the Qf2Teach project, its purpose and implementation, and the results obtained from the two surveys. The competencies actualized by the project as a whole and especially from the Swedish Delphi survey, were discussed during the meeting in relation to the possible qualification requirements that might be imposed on adult educators in Sweden. Before the seminar the participants were informed that one of the issues that would be discussed at the workshop was the placing of the survey-grounded key competencies into the structure of the Swedish NQF. With the invitation the workshop participants were provided with some texts so as to prepare themselves, e.g.

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<sup>12</sup> Myndigheten för yrkeshögskolan (Yh) (2011). *Förslag på nationell referensram för kvalifikationer i Sverige.*

1. The first Progress Report of the Qf2Teach-consortium
2. A draft with the Swedish survey results
3. A brochure about the EQF recommendations
4. A report from the Swedish Qualification Framework (NQF)

It turned out eventually that the seminar participants were not familiar with the work being done at EU level and nationally on the EQF system. For some of those present, the information about EQF and NQF that was provided before and during the seminar was completely new.

In the second part of the workshop, the participants were divided into three groups, to discuss around the following questions:

- *How should a potential competence catalogue for adult educators look like if the point of departure is the results from the DELPHI inquiry?*
- *Try to figure out possible links between the selected catalogue and the Swedish NQF - how would you arrange the key-competencies into the structure of EQF's categories and descriptors?*
- *At what level should an adult educator's qualifications be placed in the NQF Framework?*

#### **4.1 Group discussions and suggestions**

- A. All the participants in the workshop were of the opinion that adult educators qualifications should correspond to level 6 of the EQF – just like the Swedish NQF group suggests for all professional training programs at academic/university level.
- B. Participants made comments on the concepts used in the study. These are ambiguous and therefore interpreted in different ways. The fact that the survey's language is English does not facilitate the transparency, the stringency and the inter-subjective understanding, which serve as the basis for the objectivity of judgements and claims made in the survey.
- C. One standpoint from a discussion group was about the competence domain Personal Qualities. Those who expressed the view emphasized that these qualities are important but they couldn't really see how realistic it is to develop such qualities through formal educational activities.
- D. A large part of the groups' discussions dealt with the composition of the competence catalogue. All agreed that it was impossible to prioritize and suggested a regrouping in order to create fewer categories (domains). The first group believed that this can be solved by means of clusters of different abilities / qualities arranged in the same way as the Swedish NQF model suggests, following the division of knowledge, skills and competencies, ie. the same classification as in EQF.

- E. Not least, the workshop participants pointed out that they couldn't recognize a distinct adult education perspective in the current competence domains claiming that most of the content was applicable for other groups of educators.

#### **4.2 Draft of a concept for a qualification framework for adult educators (learning facilitators) based on the Swedish NQF**

The workshop featured a regrouping of the 9 competence domains in three groups:

1. Prerequisites for the profession	Focus on the <i>Learner</i>
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- i) Personal Qualities
- ii) Interpersonal behaviour and communication with learners
- iii) Access and support the progression of learners
- iv) Didactical-methodological domain
- v) Planning and management

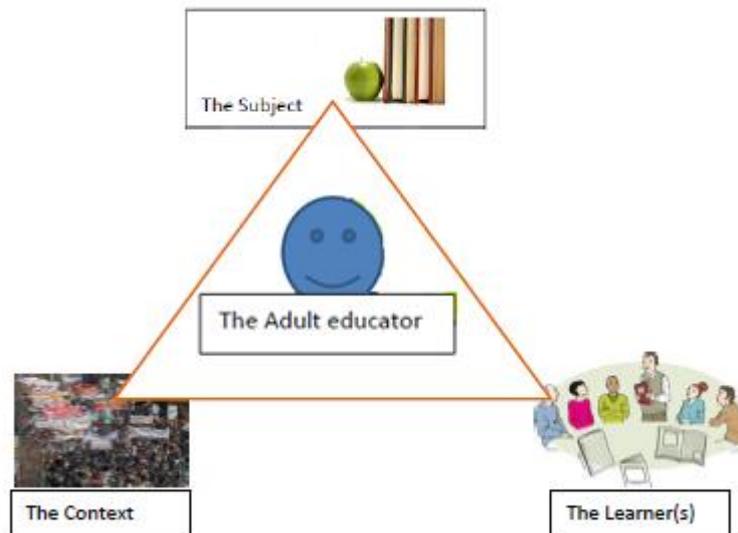
2. Cooperation with the surrounding community	Focus on the <i>Community</i>
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- vi) Cooperate with the external environment

3. Subject knowledge, assessment of learning processes and professional development	Focus on the <i>Subject</i>
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- vii) Subject-related, specialist domain
- viii) Monitoring and assessment of learning processes
- ix) Personal and professional development and reflection

The three dimensions of the above professional competence structure can be summarized in the shape of Herbart's classical "didactical triangle" (Kansanen & Meri, 1999), modifying though its original relational positions, by placing the adult educator in the middle of the circle – in the intersection between the Subject, the Learner/-s and the Context - and lending the social context equal value as the subject and the learner/-s in the "universe of learning".



Didactical Triangle: The Adult educator in the intersection between the Subject, the Learner/-s and the Context

The workshop did not have time to work to arrange the 9 domains in accordance to the NGF’s categories and descriptors and left some recommendations on the issue to the project leaders. In following table we make an effort to transform our catalogue by using the descriptors *knowledge*, *skills* and *competence* on level 6 in the Swedish NQF. We will try to make use of all selected items (those chosen by at least 70 % of the respondents – see the quantitative analysis of the second wave) but renaming the features where necessary for better lucidity.



### 4.3 Qualified to Teach (QF2TEACH): Core competences for educators in Adult and Continuing Education in terms of NQF – Level 6

Domain	Knowledge	Skills	Competence
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<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>□□□</p> <p><u>Subjects:</u></p> <p>Developmental and social psychology</p> <p>Philosophy of ethics</p> <p>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> <p>□□□</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</li> <li>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</li> </ul>	<p><b>Act responsibly and independently</b></p> <p>□□□</p> <p>Emotional and social</p> <p>Managerial</p> <p>Pedagogical (pedagogy = <i>The art or profession of teaching</i>).</p>
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		<p>active participation</p> <ul style="list-style-type: none"> <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> <li>• Monitor and evaluate the quality of the delivery of teaching offers</li> </ul>	
<p>2. Cooperation with the surrounding community (<b>Focus on the <i>Community</i></b>)</p>	<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>

<p><b>3. Subject knowledge, assessment of learning processes and professional development (Focus on the Subject)</b></p>	<p>Have specialist knowledge in their own area of teaching</p> <p><u>Subjects:</u></p> <p>Areas/disciplines of teaching</p> <p><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</li> </ul>	<p>Willingness to learn, to know, to improve (personally and professionally)</p> <p>Reflective and flexible</p>
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		using different types of teaching devices	
		<ul style="list-style-type: none"><li>• Cope with criticism</li></ul>	

## 5. Conclusions and outlook

Participating in the consortium Qf2Teach was an instructive challenge. The task turned out to grow as time went on. Undoubtedly, one of the main reasons is that the project had very ambitious goals. It is moving in a large and diverse field, adult education, which is rapidly expanding. To identify the skills and competencies that different categories of adult educators need to develop requires substantial resources and extensive research. Especially, this is true when the point is to produce a catalogue of competencies that are empirically grounded in different national contexts with different traditions of adult education. This calls for well-developed and sensitive research instruments. Not least requires a close communication with face-to-face meetings for discussion, analysis, reflection and agreements. Communication in a project like this is particularly challenging given that the language of communication for most partners is done in a language other than our own mother tongue.

The project was intended also to develop a concept for a national qualification framework based on the EQF system and that at the same time as the work to develop national qualification systems are not finished. From a Swedish horizon the proposed draft of a NQF concept can only be considered as a tentative attempt.

The choice of survey method was determined in advance and based on the Delphi technique. The instrument itself is interesting but in a sense problematic, as it became apparent that the members of the consortium understood it in different ways. For some the instrument's qualitative aspects were Central while for others its qualitative advantages. Anyway, much time was spent finding the lowest common denominator so that the selection of informants (expert panels) in the participating countries could be comparable. How things turned out need to be closer discussed within the consortium bearing in mind the importance the composition of the expert panels, the questionnaire design and the data analysis for the project's final outcomes. Ultimately, this is a matter of reliability and validity of the undertaken research.

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