

Qualified to Teach – QF2TEACH

Concept for a national qualification framework

for learning facilitators in adult and continuing education in Germany

Amended concept based on the suggestions of the national expert workshop

(21. July 2011, Bonn)

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1. Introduction

To develop and ensure the quality in adult and continuing education (ACE) in Europe is a huge challenge. One main key is the professionalization of the staff in the sector. In order to ensure a high quality of teaching and learning in the sector Learning Facilitators need education offers which are structured in a more systematic manner. On this account it can be considered from a scientific perspective as well as from a practical perspective that the qualification offers for Learning Facilitators in ACE in Europe need to be more standardized. One main step on this way will be a scientifically derived transnational Qualification Framework which fits with the issues of the practitioners in the sector. To develop such a qualification framework was the main aim of the European project “Qualified to Teach (QF2TEACH)”.

The QF2TEACH project deals with competences and qualifications of learning facilitators working with adults – by this term we refer to adult education course teachers, trainers in companies and in general all people, whose professional activity take mainly place in direct contact with adult learner(s) and consist in initiating, supporting and monitoring learning processes of adults.

The project conducted an extensive expert-panel research (Delphi survey) to identify a set of core competencies of ACE Learning Facilitators in Germany, Switzerland, Sweden, Romania, Italy, the Netherlands, Poland and the UK. Based on the results of this Delphi survey the project developed a concept for an overarching transnational qualification framework. In addition national versions were developed for each of the partner countries. These national concepts for qualification frameworks are able to take into account national specificities which may not be included in an overarching transnational version.

This paper presents the concept for a German Qualification Framework for ACE learning facilitators. It starts by outlining the main characteristics and possible usages of the framework. In the second chapter the methodology which has been used in the QF2TEACH project will be described in order to explain how the proposed concept for a qualification framework has been developed. As any particular methodology the chosen one has its implications and limitations, and these will be outlined as well. In

the final section, the qualification framework concept itself is presented and explained in detail.

2. Main characteristics of the qualification framework

. The framework is linked to the existing overarching European Qualification Framework (EQF) which was established at EU level in 2008¹. It defines three core competence-areas which may be regarded as the ones which are central to the task of supporting learning processes of adults. For each of these areas the concrete competence requirements are described on two levels (corresponding to levels 5 and 6 of the EQF). The framework aims to make the complex work of adult learning facilitators and the related competence requirements more transparent. In a perspective of quality assurance it may be used to plan professional development activities in a targeted way. It may also be used for defining minimum standards for specific job positions in the adult learning sector. The framework may also provide a basis for documentation and validation of professional competencies that have been acquired at work or in informal contexts. Furthermore the concept provides a basis for the design of training programmes, including parts of higher education curricula, for adult educators. In this perspective the three core competence areas represented in the framework can be understood as essential elements which cover the whole spectrum of activities aimed at facilitating learning processes of adults, like teaching, training, coaching and counseling for example. The proposed framework is a generic one and is abstracting from any specific context in the field of adult learning. It is meant to apply equally to contexts such as vocational training, cultural adult education, literacy training, training in companies, work in the voluntary sector, in informal study circles, in the public sector and many more. Since the proposed framework has this generic character it cannot take into account many specificities and specific competence requirements which may be of high relevance to one particular context or to a given group of particular contexts. For the practical work in the field, however, these context-specific requirements will be of equal importance as the generic ones. So the

¹ <http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=OJ:C:2008:111:0001:0007:EN:PDF>

proposed qualification framework should be understood as a basis for working out further more detailed and context specific variations of the concept.

3. Project approach²

For providing a concept for a transnational qualification framework for ACE learning facilitators in Europe which is of high quality the QF2TEACH project based its work on research activities and on development activities.

The project started with research activities. For conducting research on core-competences of ACE learning facilitators the consortium used the Delphi method. By means of the Delphi method the aim was to gain a consensus between a certain numbers of European experts on the essential elements of a professional competence profile of adult learning facilitators. The core elements identified through the Delphi research provided the basis for the development of the proposed qualification framework.

The Delphi survey was supplemented by expert workshops which were conducted in the different partners countries. These workshops were aimed at validating and amending the proposed framework. They also provided valuable insights into further development needs to make the framework applicable to specific working contexts..

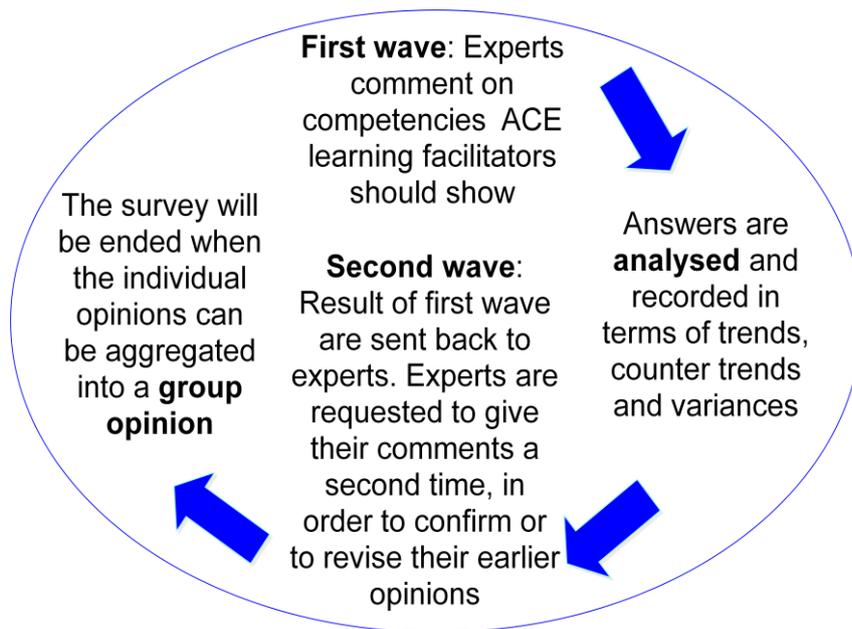
3.1. The Delphi-Method

The Delphi-Method was originally (in the 1950s) designed in order to predict military scenario on the basis of sound expert assessments (the name “Delphi-Method” refers to the Delphi-Oracle in ancient Greece). Today the method does not only serve prognostic purposes but is as well applied to evaluation or planning problems. In our case it has been used to explore expert assessments concerning present and future core competencies of Learning Facilitators in ACE. The Delphi-Method is an expert-panel research design operating both with standardised as well as with open questions and analysing data both with quantitative as well as with qualitative

² A more detailed account of the research methodology adopted in the project can be found in the ###QF2TEACH Transnational Report ####

procedures. Experts are asked in several (usually two or three) waves. For every new wave the results of the foregoing are submitted to the experts who then get the opportunity to reflect and to modify their *independently* uttered opinion on the background of the aggregated feedback of the group. Thus, a *dependent* statistical group opinion is created. This is something specific for the Delphi-Approach. All other approaches which operate with questionnaires try to avoid that the participants of studies affect each other whereas in the case of Delphi studies it is an explicit part of the method. Applied to the topic of the QF2TEACH project the course of the research read as follows:

- In the first wave the experts were asked by means of an online questionnaire to rank the importance of a number of proposed competencies or competence elements. In addition they were invited to make open comments concerning missing competencies or any other concern.
- The answers were analysed and recorded in terms of trends, counter trends, and variances.
- In order to confirm or to revise the opinions the results of the first way were transformed into a second questionnaire and were sent back to the experts. The experts were asked to either confirm or dismiss the importance of items that had received high average rankings in the first wave.
- The QF2TEACH survey was finished when all individual options had been aggregated into a group opinion



3.2. The Qualification Framework Development

On the basis of the Delphi results the QF2TEACH project developed a concept for a transnational qualification framework for adult learning facilitators. The procedure used for this was the following: A structure was chosen which could easily be linked to the EQF. Therefore important structural elements of the EQF were adopted and it was decided to formulate descriptions of the knowledge, skills and competence (in terms of responsibility and autonomy) which together constitute the core competence profile of an adult learning facilitator. These descriptions were made referring to the competencies and competence elements which had received high rankings in the Delphi survey.

The descriptions were then grouped in three main domains which reflect the three sides of the so-called “pedagogic triangle” (see chapter 4).

Descriptions were produced for two different levels of competence which correspond to levels 5 and 6 of the EQF respectively. This means that the competencies described for level 6 are equivalent to the competencies which holders of a Bachelor degree in the relevant subject (i.e. adult learning) would be supposed to have. The competencies described for Level 5 accordingly correspond to the competencies which can be gained through a qualification programme which is situated somewhat

below the Bachelor degree. These two levels were all in all considered as the most relevant ones for the envisaged target group. However, for specific contexts it might well be meaningful to produce additional descriptions for competence level below or above these two.

3.3. The Expert Workshop

The QF2TEACH project partners conducted national expert workshops in order to discuss and validate the draft concept for a transnational qualification framework which had been developed on the basis of the Delphi results. The German expert workshop took place on 21 Jul 2011 in Bonn and involved around 20 practitioners, researchers and policy makers who are engaged in the professionalisation of learning facilitators. .

Before the workshop took place the experts had been intensively prepared by the respective national partners partly, they had already been involved in the Delphi survey. This way it was possible start directly with the work on the structure and contents of the draft framework.

The experts had the task to comment on both the structure and the content of the proposed framework and to check its applicability and potential with a view to establishing general professionalisation strategies in the field of adult learning. The workshop discussions were accordingly structured in different sections which focused on the precise content of the framework on the one hand and on the broader strategic policy context on the other hand.

3.4. Strengths and Weaknesses of the Chosen Approach

In accordance with the described procedure of the Delphi method the proposed concept for a national qualification framework has been built on consensus between the participating experts. The framework is conceived in a way that it can apply to the whole field of adult learning. It can be described as consensus-driven overarching model which covers the core-elements of the work of ACE learning facilitators. Since this field is however extremely heterogeneous the model provides no individual and context specific standards which could provide detailed descriptions of the qualifications needed in the different specific working contexts of adult learning

facilitators. For example, the methodology implied that competence elements which received a ranking below a certain average value in the first waves were no more considered in the drafting of the qualification framework. However, during the expert workshops in Germany as well as in other countries it appeared that many of these items were highly relevant to specific adult learning contexts. Since there was no general consensus about these items they were not included in the generic qualification framework, but it had become very clear that the field required the development of additional context specific qualification frameworks to supplement the generic one and make it more immediately relevant to the actual professional practice.

The same applies to the competence levels chosen. Levels 5 and 6 proved to be the levels that were most relevant in all participating countries. However, the desire to have competence descriptions for a lower or a higher level was often stated by individual project partners or experts involved in the project. Context specific qualification frameworks which can and should be developed in the future will therefore not only contain more specific competence descriptions but are also likely to cover additional levels of competence as appropriate to the context in question.

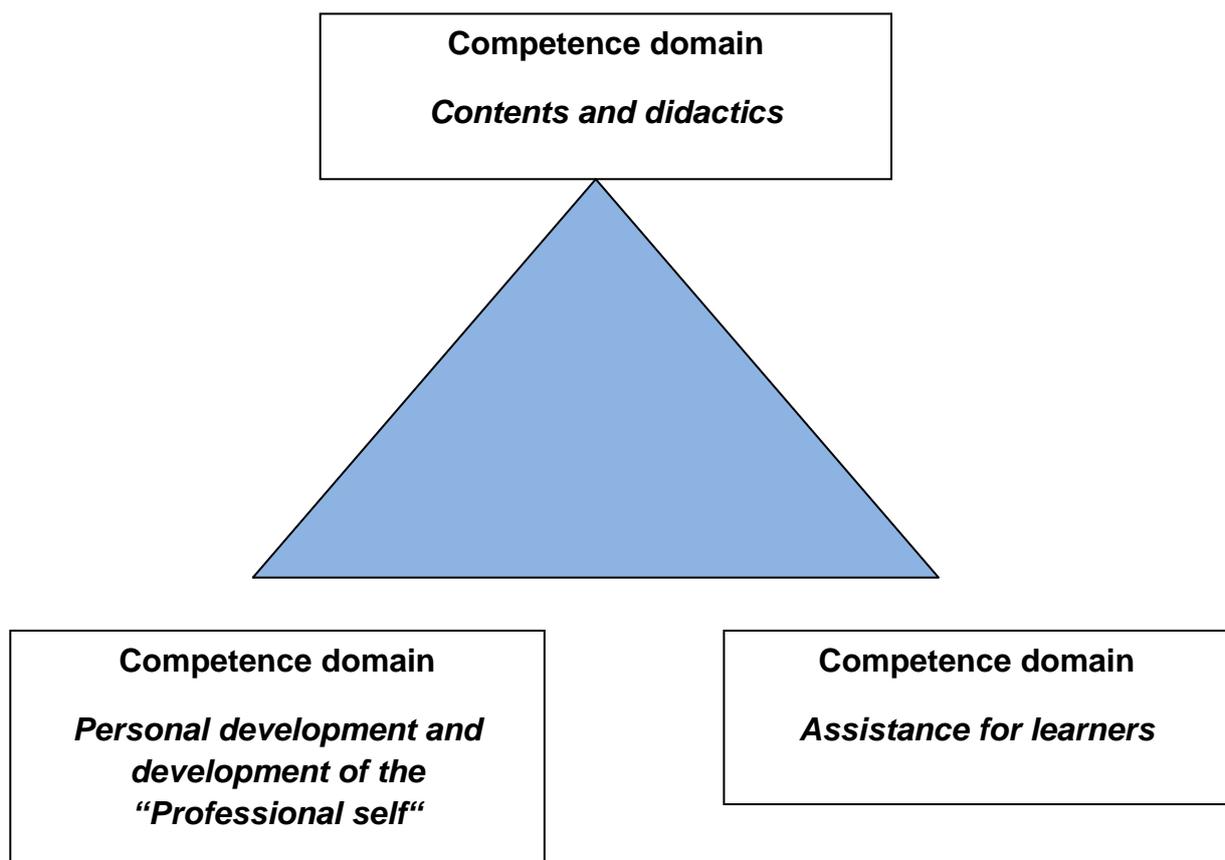
4. The Concept for a national qualification framework for ACE learning facilitators in Germany

This chapter presents the concept for a national qualification framework for ACE facilitators in Germany which was elaborated during the QF2TEACH project. As the term “concept” suggests this should not be seen as a final product but rather as an illustration of how such a framework can be derived from the results of an empirical research.

The empirical research results, in this case, consist in a list of personal qualities and abilities which have been identified as core elements or core characteristics of an ACE learning facilitator’s professional competence. In order to arrive from these core elements to a qualification framework for ACE learning facilitators the proposed concept suggests

- a) to group the empirically derived core elements into three competence domains and
- b) to describe what each of these domains implies in terms of “knowledge”, “skills” and “competence” (as defined by the EQF).

The three competence domains have been defined with reference to the so-called “pedagogical triangle”. The pedagogical triangle (Paschen 1979, p. 27)³ has to be seen as an analytical category. It describes the three main pedagogic elements which have to be combined during pedagogical settings: the subject, the learning facilitator, and the learner. Accordingly, the three competence domains of the proposed qualification framework were defined as follows:



³ Paschen, D. (1979): Logik der Erziehungswissenschaft. Düsseldorf.

In a second step, for each of these domains the relevant “knowledge”, “skills” and “competence” were described. The use of these terms and the overall structure of the proposed qualification framework refer to the model of the EQF which was taken as a reference point for the development of the German concept. Accordingly, the definitions of these terms in the EQF also apply to the present qualification framework proposal. They read as follows:

Knowledge: In the context of EQF, knowledge is described as theoretical and/or factual.

Skills: In the context of EQF, skills are described as cognitive (involving the use of logical, intuitive and creative thinking) and practical (involving manual dexterity and the use of methods, materials, tools and instruments).

Competence: In the context of EQF, competence is described in terms of responsibility and autonomy.

The complete qualification framework concept as shown below comprises four columns. The first column, labelled “characteristics” includes the personal qualities and abilities which have been derived from the Delphi research and which have been associated with the respective domain. The following three columns contain the descriptions of the associated “knowledge”, “skills” and “competence” as defined above. These descriptions, in particular, have the character of a proposal, since they have not been empirically derived and validated to the same extent as the “characteristics”. In terms of validation the proposed qualification framework has been discussed with a limited range of experts during the project but it cannot certainly claim to reflect a common consensus of all stakeholders in the field.

The proposed qualification framework refers to the levels 5 and 6 of the EQF which have been identified as the most relevant ones for the target group of ACE Learning Facilitators in general (for a definition of these levels, see appendix). The decision to refer to these two levels was taken in accordance with the professional profile(s) addressed by the project: the Adult Learning Facilitators working mainly in direct contact with the adult learners. According to the EQF descriptors level higher than 6 involve competencies that apply better to professional roles where management and leadership duties make up the most important part of the professional tasks. On the

other hand defining descriptors for levels below 5 was rejected by the project partners after some discussions as these levels would not do justice to the complexity of demands that professional ACE Learning Facilitators have to master in their work. The decision to focus on these two levels does not imply, however, that it could not be meaningful for certain contexts or subgroups of adult learning actors to define additional qualification levels as well.

The following concept for qualification framework can thus be taken as a starting point rather than a definite product. It is meant to act as a reference tool which inspires further discussion, development and adaption work in order to capture the specificities and specific needs of different segments of the diversified field of adult learning.

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

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

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

<p>within the learning environment</p> <ul style="list-style-type: none"> - Recognize their own learning needs - Set their own learning goals - Reflect their own professional role - Evaluate their own practice - Cope with criticism - See different perspectives 	<p>reflection and justification of their actions.</p>	<p>authentic, self-confident and natural.</p> <p>They are able to distinguish between themselves as a person and the professional role. This enables them to carry out their work in the long run on a sustained basis.</p> <p>They are aware of the importance to maintain a work-life balance and are able to adopt appropriate strategies to achieve this.</p> <p>They possess strategies to resist mobbing and they strategically use relaxation techniques and techniques for self-reflection.</p>	
	<p>Knowledge – Level 6</p>	<p>Skills – Level 6</p>	<p>Competence – Level 6</p>
	<p>Teachers have extensive knowledge in the following areas:</p> <ul style="list-style-type: none"> - Assessment of learning needs and attainments levels - Specificity and limits of the professional role - Methods of self-reflection and self-evaluation - Creativity techniques - Relaxation techniques and methods to deal with stress - Knowledge of current activities of networks supporting the 	<p>Teachers have high biographical competence and are able to critically review their own career development in the context of societal and professional developments consistently.</p> <p>They are also able to flexibly switch between different target groups, topics and teaching-learning contexts. They work as active members in professional networks for the purposes of their own career development and the development of the professional group.</p> <p>Teachers are able to reflect on own</p>	<p>Teachers have the competence for an autonomous development of their professional self.</p> <p>This includes the ability to assert themselves in competitive and cooperative situations in organisations and on the market.</p> <p>In addition they assume responsibility for the</p>

	<p>professionalization of teaching in adult and continuing education</p> <ul style="list-style-type: none"> - Psychology (self-perception and perception by others, as well as body language and self-representation) - Theories of Professionalization - Specifics of Professionalization in adult and continuing education 	<p>actions according to educational and scientific theories.</p> <p>In addition, teachers can critically reflect on their own career development and on the development of the entire profession and link this to the overall context. This is based on their knowledge of profession theories and specificity of the profession in adult and continuing education.</p>	<p>career development of other teachers, e.g. in leadership positions</p>
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Competence – domain - Contents and didactics

Characteristics	Knowledge – level 5	Skills – Level 5	Competence – Level 5
<ul style="list-style-type: none"> - Expertise in their field of teaching - Applying subject-specific didactics in their field of teaching - Adjusting the learning opportunities to meet the needs of specific target groups - Planning the learning 	<p>Teachers have extensive and specialized knowledge</p> <ul style="list-style-type: none"> - in the respective fields and the corresponding subject-specific didactics, - this includes contextual knowledge of the interactions between the subject area and the society as a whole; - of the special features of adult 	<p>Teachers can impart subject knowledge in a didactically structured way and have a wide methodological spectrum to make even fairly abstract issues accessible to learners.</p> <p>They are able to structure teaching in a way that the learner attention is maintained.</p> <p>They are able to reflect on the role of the expert knowledge in and its implications for the society</p>	<p>Teachers control the didactic transfer of their subject knowledge in familiar teaching and learning contexts and monitor the progress of the part of learners. They undertake professional development in their subject discipline</p>

<p>opportunities in accordance with the available resources (time, space, materials, etc.)</p> <ul style="list-style-type: none"> - Accompany and manage learning processes - Evaluate the learning processes - Conduct Formative assessments of learners - Assess the basis (starting situations) of learners - Evaluation of the learning outcomes 	<p>learning</p> <ul style="list-style-type: none"> - of macro-didactic action - about the specific target groups in their field of adult and continuing education - concerning the use of learning media / materials tailored to different audiences - concerning pedagogy connected with space - trends in adult and continuing education - about different evaluation methods and tools (e.g. test, learning diaries) and their respective areas of application - about assessment of learning attainment levels 	<p>They have a variety of methods at their disposal and extensive skills in the proficient use of different learning materials / media in their usual teaching-learning context.</p> <p>They are able to use the usually existing space in a productive way for supporting the learning progress.</p> <p>Their extensive knowledge in the fields of biographical learning and macro-didactic action as well as of appropriate methods for the assessment of learning outcomes ensure that learning progress will be documented and made visible.</p>	<p>They are able to adapt their teaching offers to the specific target groups in their field of activity and also to their available resources. Concerning the planning of their teaching offers they keep constantly up with new developments and trends in adult and continuing education.</p>
	<p>Knowledge – Level 6</p>	<p>Skills – Level 6</p>	<p>Competence – Level 6</p>
	<p>Teachers have very advanced knowledge in their field of activity, in the respective subject-specific didactics, and in micro-and macro-didactic action.</p> <p>They also have very advanced knowledge concerning diverse target groups and current trends in adult and continuing education.</p>	<p>Teachers have comprehensive experience in the transfer of subject knowledge to different target groups. They are able to use this experience in an innovative way in teaching and learning contexts which are unfamiliar to them.</p> <p>They are able to structure teaching in a way that the learner attention is maintained and are able to reflect on this point on the basis of</p>	<p>Teachers have extensive experience in imparting subject knowledge in a variety of teaching-learning contexts.</p> <p>They are able to adapt their teaching offers to a variety of target groups, and can also use scarce</p>

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

Characteristics	Knowledge – Level 5	Skills – Level 5	Competence –Level 5
<ul style="list-style-type: none"> - Be attentive - Be empathic - Communicate clearly - Manage group dynamics - Handle conflicts - Support informal 	<p>Learning facilitators have broad knowledge in educational psychology, learner-oriented teaching methods, and they know about the mechanisms of self-perception and perception of others.</p> <p>Beside this they have broad knowledge of motivation techniques and methods</p>	<p>Learning facilitators are guided by the principle of learner orientation.</p> <p>They possess the ability to motivate the learners throughout the whole learning process and for further learning activities. This includes the ability to give appreciation to the learners. They are able to use different</p>	<p>Learning facilitators are able to support the learning in familiar learning contexts in a learner orientated and empathic manner.</p> <p>In familiar learning</p>

<p>learning</p> <ul style="list-style-type: none"> - Stimulate the active role of learners - Have a broad repertoire of methods at their disposal - Create a safe learning atmosphere (not intimidating) - Enable learners to apply what they have learned - Encourage learners to take over responsibility for their future learning processes - Encouraging collaborative learning among learners - Provide support to the individual learner - Motivate - Inspire 	<p>and know how to deal with learning barriers.</p> <p>Their work is based on knowledge concerning the milieu of the learners, in conflict management, and pedagogical group work.</p> <p>Their basic knowledge in coaching and learner counselling enables them to motivate learners to make use of professional coaching and counselling offers.</p> <p>They know the basics of communication- and organisation theories. This knowledge enables them to reflect their actions and to see them in a broader context.</p>	<p>feedback methods in a flexible and creative way (individual feedback and feedback to groups).</p> <p>They have the ability to break down barriers and learning blockades and are able to handle disturbances in group settings. Their knowledge in educational psychology and their knowledge about the specifics of the milieus their learners come from enable them to put themselves into the position of the learners.</p> <p>They have the ability to recognise the strengths of the individual learners and know how to use them in a productive way for a joint and mutual learning. This includes the ability to structure their teaching with regard to the diversity and different biographical backgrounds of the learners.</p> <p>Besides this they are able to build up references to the living environments of the learners they are used to work with. In doing so they make creative use of motivation techniques and psychological knowledge.</p> <p>Moreover they are able to tailor pedagogical methods to the requirements of the learners they are used to work with. In addition, the</p>	<p>contexts they know how to motivate and to inspire learners to start and continue learning activities.</p> <p>Through referring to the individual experiences of the learners they provide a purposeful learning support.</p> <p>Moreover learning facilitators are able to support and to manage group processes in familiar learning contexts.</p> <p>They are able to monitor the learning processes and give relevant learning advice.</p>
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		<p>learning facilitators are experienced in applying communication and de-escalation strategies, which they know to use in a creative manner in their work with learning groups.</p> <p>To a limited extent, they are able to provide learning advice and to use coaching strategies.</p>	
	Knowledge – Level 6	Skills – Level 6	Competence – Level 6
	<p>Learning facilitators have advanced knowledge in learner-oriented teaching methods and they are able to realise this didactical principal within diverse learning contexts.</p> <p>For doing so they make use of their advanced knowledge in educational psychology and of the mechanisms of self-perception and perception of others. Besides this they have advanced knowledge about the specifics of diverse social milieus of learners.</p> <p>Their advanced knowledge in motivation techniques and learning strategies and their broad experience in handling learning barriers enable them to adapt</p>	<p>Teachers have advanced psychological knowledge and align their actions consistently to the learners.</p> <p>They are able to found and reflect their action and the limits of their action by referring to theories of educational philosophies.</p> <p>Teachers can make learning attractive in diverse learning contexts by relating the learning activity to the specific living situation of students.</p> <p>They overcome learning barriers by making use of motivational techniques.</p> <p>They can reflect critically the use of motivators by using their advanced</p>	<p>Teachers are experienced in supporting learning in a variety of teaching and learning contexts in a learner-centred, sensitive and individual way.</p> <p>They also can manage unpredictable group processes.</p> <p>This experience and knowledge in the areas of coaching, advice on learning and education and educational philosophy enables them to assist other teachers in</p>

	<p>their actions flexibly to the requirements of very different learning contexts. In addition, they have an advanced knowledge in the fields of group education and conflict management and can make flexible use of this knowledge for reflecting and justifying their own actions.</p> <p>They take a critical stance and can abstract from everyday actions referring to their highly advanced knowledge of research findings concerning target groups, milieus, biographical research and organizational education</p>	<p>knowledge of the educational psychology.</p> <p>In addition, educators can motivate learners to adopt an open attitude towards learning on the basis of their experience in unknown teaching-learning environments.</p> <p>Based on extensive experience in working with groups they have a broad portfolio of communication and de-escalation strategies.</p> <p>They use it in an innovative and flexible way to manage complex group processes (e.g. future workshops)</p>	<p>acquiring these skills.</p>
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Annex

The Europeans Qualification Framework for Lifelong Learning (EQF) (p. 12-13):

http://ec.europa.eu/dgs/education_culture

Level 5 and 6	Knowledge	Skills	Competence
The learning outcomes relevant to Level 5 are	Comprehensive, specialized, factual and theoretical knowledge within a field of work or study and an awareness of the boundaries of that knowledge	A comprehensive range of cognitive and practical skills required to develop creative solutions to abstract problems	<ul style="list-style-type: none"> - exercise management and supervision in contexts of work or study activities where there is unpredictable change - review and develop performance of self and others
The learning outcomes relevant to Level 6 are	Advanced knowledge of a field of work or study, involving a critical understanding of theories and principles	Advanced skills, demonstrating mastery and innovation, required to solve complex and unpredictable problems in a specialized field of work or study	<ul style="list-style-type: none"> - manage complex technical or professional activities or projects, taking responsibility for decision-making in unpredictable work or study contexts - take responsibility for managing professional development of individuals and groups