

SWEDEN

Qualified to Teach – QF2TEACH Report on national Workshop

Date: 17 August 2011, 9.30 am – 3 pm

Venue: Institutionen för pedagogic och didaktik
Stockholms universitet,
SE-106 91 Stockholm

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1. Context and aim of national workshop

- Outcomes of the study 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)¹ 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,

¹ 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.

value judgment ability and ability to work with others are central. The European Qualifications Framework will be supported by national frameworks (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.² 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.

2. 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

² Myndigheten för yrkeshögskolan (Yh) (2011). *Förslag på nationell referensram för kvalifikationer i Sverige*.

NQF. With the invitation (appendix 1) the workshop participants were provided with some texts so as to prepare themselves, e.g.

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)
[\[http://eqfinfo.se/Documents/EQF/%C3%85terrapportering/yh_aterrapportering_nqf_1105.pdf\]](http://eqfinfo.se/Documents/EQF/%C3%85terrapportering/yh_aterrapportering_nqf_1105.pdf)

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?*

2.1 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 group 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.

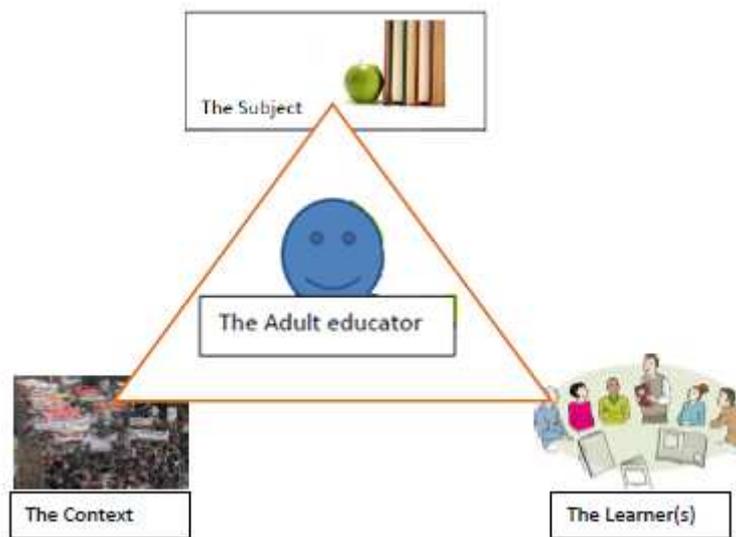
2.2 Draft of a concept for a qualification framework for adult educators (learning facilitators) based on the Swedish NQF

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

1. Prerequisites for the profession	Focus on the Learner
<ul style="list-style-type: none"> 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 Community
<ul style="list-style-type: none"> vi) Cooperate with the external environment 	
3. Subject knowledge, assessment of learning processes and professional development	
Focus on the Subject	
<ul style="list-style-type: none"> 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.

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

Domain	Knowledge	Skills	Competence
1. "Prerequisites for the profession " (Focus on the learner)	<p>Advanced knowledge - experience-based and/or theoretical - and understanding of the human being and development.</p> <p>Have basic knowledge of the area's established methods of knowledge development and production</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>General didactics</p>	<p>Identify, formulate and solve problems and implement information in a timely manner</p> <p>***</p> <ul style="list-style-type: none"> • Be open minded • Be attentive • Be empathic • Be authentic • Be creative • Be emotionally stable • Be able to process complex information • Be self-confident • Manage group dynamics • Communicate clearly • Listen actively • Act in an intercultural /multicultural environment • Promote, reflect and act according to democratic principles 	<p>Act responsibly and independently</p> <p>***</p> <p>Emotional and social</p> <p>Managerial</p> <p>Pedagogical (pedagogy = <i>The art or profession of teaching</i>).</p>

		<p>within the learning context (give priority to democratic principles in all activities)</p> <ul style="list-style-type: none"> • Learn how learners learn, adjust to their learning needs, and encourage them to take responsibility for their learning • Create a safe learning atmosphere • Be flexible • Stimulate the learners active participation • Have a broad repertoire of methods at their disposal • Encourage collaborative learning among learners • Apply old and new media • Apply adult learning theory in teaching • Make use of the participants' life experience in the teaching activities • Monitor and evaluate the quality of the delivery of teaching offers 	
<p>2. Cooperation with the surrounding community (Focus</p>	<p>Subjects:</p>	<ul style="list-style-type: none"> • Understand the various interests in the context 	<p>Co-operative</p>

<p>on the Community)</p>	<p>See above</p>	<p>of adults' learning (understand what learners and stakeholders in ACE want/need/aim at)</p> <ul style="list-style-type: none"> • (Net)work together with a variety of stakeholders • See their own specialist domain (the subject that is taught) in a wider societal context • Engage in collaborative practice with peers (observation of practice, engagement in communities of practice, sharing of good practice) 	<p>Social and cultural awareness</p>
<p>3. Subject knowledge, assessment of learning processes and professional development (Focus on the Subject)</p>	<p>Have specialist knowledge in their own area of teaching</p> <p><u>Subjects:</u></p> <p>Areas/disciplines of teaching</p> <p>Subject didactics</p>	<ul style="list-style-type: none"> • Update their domain specific knowledge continuously and autonomously • Have knowledge in neighbouring disciplines of their own area of expertise • Know about the societal relevance of their area of expertise • Orientate themselves to the needs of the participants • Make use of their own life experience within the learning 	<p>Willingness to learn, to know, to improve (personally and professionally)</p> <p>Reflective and flexible</p>

		<p>environment (experience in life, work and adult education)</p> <ul style="list-style-type: none"> • Recognise their own learning needs • Reflect upon their own professional role • Be self-assured • Be a self-reflective learner • Be in a constant exchange with research (in the field of adult and continuing education) • Be able to transfer theory into practical • Be in a constant exchange with other teachers/trainers experience and skills using different types of teaching devices • Cope with criticism 	
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APPENDIX 1: National workshop - Invitation

Stockholm 11 augusti 2011

APPENDIX 1: Invitation

Hej!

Hjärtligt välkommen till Workshopen för EU-projektet *Qualified to teach* (Qf2Teach), onsdagen den 17 augusti 2011.

Workshopen äger rum på Institutionen för pedagogik och didaktik, Stockholms universitet. Institutionen ligger på Frescativägen 54 (huset bakom Naturhistoriska muséet). Hur ni hittar till institutionen får ni veta genom länken www.edu.su.se/pub/jsp/polopoly.jsp?d=15016&a=89077

Program

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| 1. Samling och kaffe (rum 1706, våning 7) | 09.30–10.00 |
| 2. Inledning och presentation | 10.00–10.30 |
| 3. Redovisning av projektets bakgrund och genomförande | 10.30–12.00 |
| 4. LUNCH (Naturhistoriska Muséet) | 12.00–13.00 |
| 5. Arbete i mindre grupper | 13.00–13.45 |
| 6. Kaffe | 13.45–14.00 |
| 7. Avslutande diskussion | 14.00–15.00 |

På seminariet presenteras projektets bakgrund, syfte och genomförande samt de resultat som erhållits från de två enkätundersökningarna. Under diskussionerna kommer de olika kompetenserna som projektet aktualiserade att beröras genom att sättas i relation till de eventuella kvalifikationskrav som bör ställas på framtidens vuxenutbildare i Sverige. Inte minst kommer diskussionen att behandla frågan om nivåplaceringen av vuxenutbildarnas kvalifikationer i enlighet med föreskrifterna i den europeiska referensramen för kvalifikationer för livslångt lärande (EQF).

Med detta brev följer några texter som kan ge en första orientering kring projektets problematik, nämligen

1. Progress Report (det gemensamma projektets första sammanfattande rapport efter den första omgången av enkäten)
2. Swedish National Report (en ännu icke färdig rapport från den svenska parten)
3. En text om den europeiska kvalifikationsramverket EQF
4. En text om den svenska nationella kvalifikationsramverket NQF.

Väl mött

Agnieszka Bron

Petros Gougoulakis

073 690 28 58

Appendix: The Europeans Qualification Framework for Lifelong Learning (EQF)
 (p. 12-13): http://ec.europa.eu/dgs/education_culture

Level 5 and 6	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 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