

# **Towards a Transnational Qualification Framework for Learning Facilitators in Adult and Continuing Education in Europe**

**Concept developed by  
the European Project  
“Qualified to Teach” (QF2TEACH)**

[www.qf2teach.eu](http://www.qf2teach.eu)

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**Swiss Federation for Adult Learning  
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**Contents**

- 1. Introduction ..... 4
- 2. Project approach..... 5
  - 2.1 The Delphi-Method..... 6
  - 2.2 The Qualification Framework Development ..... 7
  - 2.3 The Expert Workshop ..... 8
  - 2.4 Strengths and Weaknesses of the Chosen Approach..... 8
- 3. Qualification framework..... 10
- 4. Annex : The European Qualifications Framework for Lifelong Learning ..... 21

## **1. Introduction**

The QF2TEACH project deals with competencies 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.

Through the duration of the project the QF2TEACH-consortium developed a research-based concept for a transnational qualification framework for this professional group. The framework is linked to the existing overarching European Qualification Framework (EQF). The concept represents a main outcome of the QF2TEACH project. It defines three competence areas which may be regarded as the ones which are central to the task of supporting learning processes of adults. For each of these domains 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 competence areas represented in the framework can be understood as essential elements which cover the whole spectrum of activities aimed at facilitating learning processes of adults, like teaching, training, coaching and counseling for example. The proposed framework is a generic one and is abstracting from any specific context in the field of adult learning. It is meant to apply equally to contexts such as vocational training, cultural adult education, literacy training, training in companies, work in the voluntary sector, in informal study circles, in the public sector and many more. Since the proposed framework has this generic character it cannot take into account many specificities and specific competence requirements which may be of

high relevance to one particular context or to a given group of particular contexts. For the practical work in the field, however, these context-specific requirements will be of equal importance as the generic ones. So the proposed qualification framework should be understood as a basis for working out further more detailed and context specific variations of the concept.

In the following a short description of methodology which has been used in the QF2TEACH project will be provided in order to explain how the proposed Qualification Framework has been developed. As any particular methodology the chosen one has its implications and limitations, and these will be outlined as well. At the end of this paper the concept for a transnational qualification framework for Adult Learning Facilitators in Europe is presented.

## **2. Project approach<sup>1</sup>**

For providing a concept for a transnational qualification framework for Adult 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 competencies of Adult 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 a transnational workshop with experts who are engaged in the professionalisation of learning facilitators in the respective countries of the project consortium. The workshop was aimed at validating and amending the proposed framework. It also provided valuable insights into further development needs to make the framework applicable to specific working contexts.

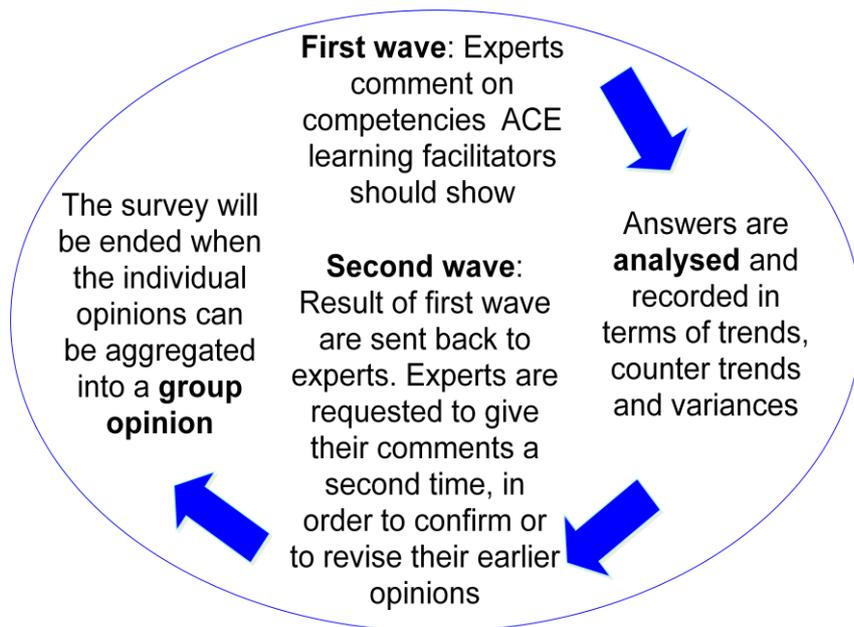
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<sup>1</sup> A more detailed account of the research methodology adopted in the project can be found in the QF2TEACH Transnational Research Report “Core Competencies of Adult Learning Facilitators in Europe”, available at [www.qf2teach.eu](http://www.qf2teach.eu)

## **2.1 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 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 effect 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



## **2. 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”.

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.

### ***2. 3 The Expert Workshop***

The QF2TEACH consortium conducted a transnational workshop together with 12 experts from the participating countries. All participating experts are engaged in the professionalisation of staff in the ACE sector of their country. The task of workshop was to discuss and validate the draft concept for a transnational qualification framework which had been developed on the basis of the Delphi results.

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 check both the structure and the content of the proposed framework with a view to its relevance and practical applicability in the field. The workshop discussions were accordingly structured in two successive group work sessions. In the first session the experts discussed the general structure of the framework, in the second session they discussed in detail the specific content.

### ***2. 4 Strengths and Weaknesses of the Chosen Approach***

In accordance with the described procedure of the Delphi method the proposed concept for a transnational 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 Adult 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 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.

### 3. Qualification framework

#### Qualified to Teach – QF2TEACH

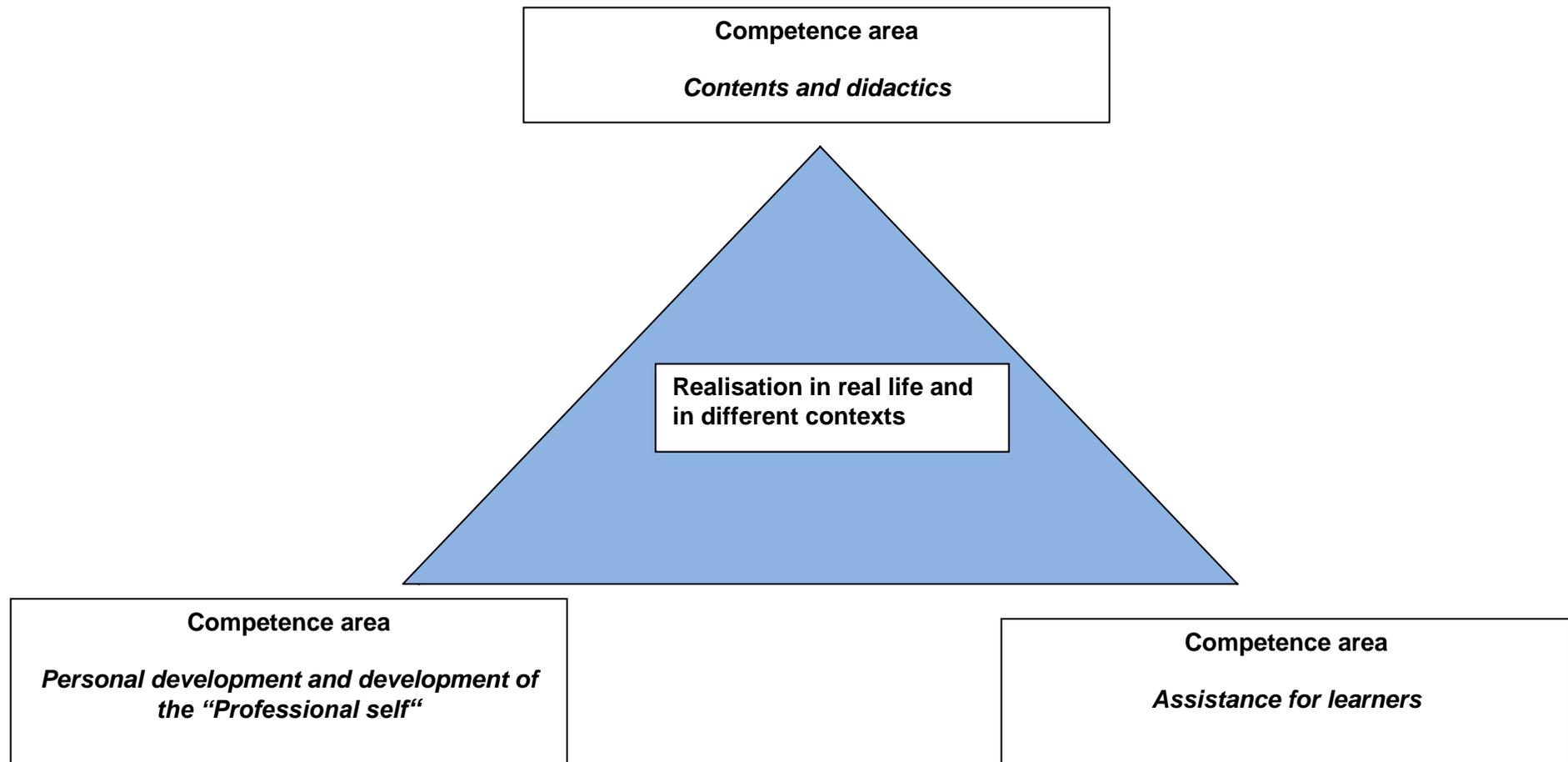
#### ***Concept for a transnational qualification framework for learning facilitators in adult and continuing education in Europe***

The concept of the qualification framework for adult learning facilitators is structured on *three competence areas*. For its realisation the pedagogical triangle was used. The pedagogical triangle describes the three main pedagogic elements which have to be combined during pedagogical settings: the subject, the learning facilitator, and the learner. According to this distinction we are able to group the core competencies into three *competence areas*:

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

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

- Realisation in real life and different contexts



### **Competence area – Personal development and development of the "Professional self"**

- Personal competence
- Professional development

### **Competence area - Contents and didactics**

- Expertise in the subject that is taught and in didactics
- Learning arrangement
- Analysis of learning processes

### **Competence area – Assistance for learners**

- Encourage and motivate learning
- Support learning
- Care for the learner
- Group management

### **Realisation in different Contexts<sup>2</sup>**

The description of the qualification framework follows the structure of “The European Qualification Framework for Lifelong Learning (EQF)” on qualification level 5 and 6<sup>3</sup>. Since we transfer the competence elements and core competencies which we have identified in our Delphi survey by into the structure of the EQF we have to rename the third descriptor “Competence” of the EQF into “Responsibility and Autonomy”. This is to avoid duplications and misunderstandings<sup>4</sup>.

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<sup>2</sup> Since the proposed concept for a qualification framework follows the structure of “The European Qualification Framework for Lifelong Learning (EQF)” which aims on developing generic qualifications frameworks that are abstract to the different social and working contexts of Adult Learning Facilitators, we did not take account of the context issue in the detailed descriptions of our framework. The different context aspects will be of importance for issues of translating and specifying the generic framework for different contexts within the broad field of adult learning (e.g. citizenship education, work-based learning, personal development training etc.)

<sup>3</sup> See also appendix 1

<sup>4</sup> See appendix

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

Core-competencies	Knowledge – Level 5	Skills – Level 5	Responsibility and Autonomy – Level 5
<p>Personal Competence<sup>5</sup></p> <p>Professional Development<sup>6</sup></p>	<p>Adult learning facilitators have comprehensive, specialized, factual and theoretical knowledge within their field of work and in the following areas:</p> <ul style="list-style-type: none"> <li>- assessment of learning needs and attainment levels</li> <li>- methods of self-reflection and self-evaluation</li> <li>- creativity techniques</li> <li>- relaxation techniques and methods for dealing with stress</li> <li>- knowledge of current activities of networks supporting the professionalisation of teaching in adult and continuing education</li> <li>- psychology (self-perception and perception by others, as well as body language and self-representation)</li> <li>- particularities and limits of the professional role</li> <li>- are aware of their limits concerning knowledge resources for a more abstract reflection and justification of their actions.</li> </ul>	<p>Adult learning facilitators have a comprehensive range of cognitive and practical skills that make them able to:</p> <ul style="list-style-type: none"> <li>- reflect their action and career development within the context of their own biography, and to keep critical distance to their own action. In addition, they know how to use self-evaluation tools (e.g. Flexi- Path-Toolkit) in a targeted way for planning their own career development.</li> <li>- be aware of and refer to the topics that are currently on the agenda of professional actors and networks in the field. In addition, they are ready to get familiarized with new teaching-learning contexts and to work in them. In these contexts they acquire skills for the specific application of different strategies of verbal and non-verbal communication. They have internalized their communication strategies so far that their action appears authentic, self-confident and natural.</li> <li>- distinguish between themselves as a person</li> </ul>	<p>Adult learning facilitators:</p> <ul style="list-style-type: none"> <li>- manage their learning needs and goals</li> <li>- autonomously plan, reflect and evaluate the development of their professional self</li> </ul>

<sup>5</sup> Competence elements from the questionnaire which have been taken into consideration: Be emotionally stable; Be stress-resistant; Be authentic; Be open minded; Proceed in a structured way

<sup>6</sup> Competence elements from the questionnaire which have been taken into consideration: Orientate themselves to the needs of learners; Make use of their own life experience within the learning environment; Recognize and manage their own learning needs; Establish and manage their own learning goals; Be creative; Be flexible; Reflect their own professional role; Evaluate and manage their own practice; Be self-assured; Be committed to and manage their own professional development; Cope with criticism; See different perspectives; Be a self-reflective learner

		<p>and their professional role. This enables them to carry out their work in the long run on a sustained basis.</p> <ul style="list-style-type: none"> <li>- use strategically techniques of relaxation and self-reflection.</li> </ul>	
	<b>Knowledge – Level 6</b>	<b>Skills – Level 6</b>	<b>Responsibility and Autonomy – Level 6</b>
	<p>Adult learning facilitators have extensive/ advanced knowledge in the field of work and in the following areas:</p> <ul style="list-style-type: none"> <li>- Assessment of learning needs and attainments levels</li> <li>- methods of self-reflection and self-evaluation</li> <li>- creativity techniques</li> <li>- relaxation techniques and methods to deal with stress</li> <li>- knowledge of current activities of networks supporting the professionalisation of teaching in adult and continuing education</li> <li>- psychology (self-perception and perception by others, as well as body language and self-representation)</li> <li>- specificity and limits of the professional role</li> <li>- theories and principles regarding adult educator’s professionalisation</li> <li>- - Specifics of professionalisation in adult and continuing education</li> </ul>	<p>Adult learning facilitators use advanced cognitive and practical skills demonstrating mastery and innovation in solving complex tasks in their specialized field of work: They:</p> <ul style="list-style-type: none"> <li>- have high biographical competence being able to critically review their career development in the context of societal and professional developments consistently.</li> <li>- are able to switch flexibly between different target groups, topics and teaching-learning contexts.</li> <li>- are involved and work as active members in professional networks for the purposes of their own career development and for the development of the professional group.</li> <li>- are able to reflect critically on their own career development and on the development of the entire profession and link this to the overall context. This is based on their knowledge of the profession theories, principles and specificity in adult and continuing education.</li> </ul>	<p>Adult learning facilitators:</p> <ul style="list-style-type: none"> <li>- manage the development of the professional self</li> <li>- assume responsibility for managing the career development of other teachers/ trainers/ adult educators</li> <li>- take responsibility for managing the professional development of individuals and groups</li> <li>- assume responsibility for decision making in various work contexts</li> </ul>

## Competence area - Contents and didactics

Core Competencies	Knowledge – Level 5	Skills – Level 5	Responsibility and Autonomy – Level 5
<p>Expertise in the subject that is taught and in didactics<sup>7</sup></p> <p>Learning arrangement<sup>8</sup></p> <p>Analysis of learning processes<sup>9</sup></p>	<p>Adult learning facilitators have comprehensive, specialized, factual and theoretical knowledge:</p> <ul style="list-style-type: none"> <li>- in the specialized work field and the corresponding subject-specific didactics</li> <li>- of the principles and special features of adult learning</li> <li>- of macro-didactic action</li> <li>- about the specific target groups in their field of adult and continuing education</li> <li>- concerning the use of learning media / materials tailored to different audiences</li> <li>- concerning the creation of learning environments</li> <li>- of trends in adult and continuing education</li> <li>- about various teaching and evaluation methods and tools (e.g. test, learning diaries) and their respective areas of application</li> <li>- about assessment techniques of learning needs and attainment levels</li> </ul>	<p>Adult learning facilitators:</p> <ul style="list-style-type: none"> <li>- are able to impart subject knowledge in a didactically structured way and have a wide methodological spectrum to make even fairly abstract issues accessible to learners.</li> <li>- have comprehensive skills and experience in transferring subject knowledge to different target groups</li> <li>- have extensive experience and skills in the proficient use of different learning materials / media in their usual teaching-learning context.</li> <li>- are able to use existing space in a productive way for supporting the learning progress.</li> <li>- are able to use their extensive knowledge in the fields of biographical learning and macro-didactic action as well as of appropriate methods for the assessment of learning outcomes ensuring that learning progress will be documented and</li> </ul>	<p>Adult learning facilitators:</p> <ul style="list-style-type: none"> <li>- manage and control the didactic transfer of their subject knowledge in familiar teaching and learning contexts</li> <li>- monitor and supervise the learners' progress.</li> <li>- undertake professional development in their subject discipline</li> <li>- are able to arrange the learning process (focus on the learner) - are able to adapt the available resources to different target groups and learning environments</li> <li>- planning their teaching offers and keep them constantly up with new developments and trends in adult and continuing education.</li> </ul>

<sup>7</sup> Competence elements from the questionnaire which have been taken into consideration: Expertise in their field of teaching; Applying subject-specific didactics in their field of teaching

<sup>8</sup> Competence elements from the questionnaire which have been taken into consideration: Adjusting the learning opportunities to meet the needs of specific target groups; Planning the learning opportunities in accordance with the available resources (time, space, materials, etc.)

<sup>9</sup> Competence elements from the questionnaire which have been taken into consideration: Accompany, monitor and manage learning processes; Evaluate the learning processes; Assess the basis (starting situations) of learners; Assess the learners' needs; Conduct formative assessments of learners; Evaluation of the learning outcomes

		made visible.	
	<b>Knowledge – Level 6</b>	<b>Skills – Level 6</b>	<b>Responsibility and Autonomy – Level 6</b>
	<p>Adult learning facilitators have advanced knowledge:</p> <ul style="list-style-type: none"> <li>- in their field of activity/ work, in the respective subject-specific didactics, and in micro-and macro-didactic action.</li> <li>- concerning diverse target groups and current trends in adult and continuing education.</li> <li>- concerning the creation of different learning environments and materials, as well as theories of time and perception of time for a critically-reflexive planning and implementation of their teaching.</li> <li>- make learning progress visible by using different evaluation methods and instruments (e.g. test, learning diaries) according with the context and purpose for use.</li> </ul>	<p>Adult learning facilitators:</p> <ul style="list-style-type: none"> <li>- have advanced skills and experience in transferring subject knowledge to different target groups.</li> <li>- are able to use their experience in an innovative way in teaching and learning unfamiliar contexts</li> <li>- are able to use a variety of learning materials and media in many different teaching and learning contexts.</li> <li>- they are able to contexts deal productively with the given spatial conditions of the different teaching and learning contexts</li> <li>- are able to take advantage of unforeseen and unpredictable situations in a creative way for their teaching.</li> <li>- are able to make use of the experience resulting from new learning and teaching situations in the planning and implementation of their future teaching.</li> <li>- have advanced competencies in micro-and macro-didactic action</li> <li>- are able to offer support to other teachers/ trainers/ adult educators in</li> </ul>	<p>Adult learning facilitators:</p> <ul style="list-style-type: none"> <li>- have relevant experience in imparting subject knowledge in a variety of teaching-learning contexts</li> <li>- are able to adapt their teaching offers to a variety of target groups and learning environments</li> <li>- are able to use various or inadequate resources in a productive way</li> <li>- use in a creative way the potential of the different target groups.</li> <li>- planning their learning opportunities and they keep constantly up to date on new developments and trends in the field of adult and continuing education</li> <li>- link the developments in adult and continuing education field with the planning of their own teaching as well as with their responsibility for the career development of other teachers.</li> </ul>

		<p>analyzing, monitoring, guidance and evaluation of learning processes. - use appropriate methods for teaching and assessing learning outcomes</p> <ul style="list-style-type: none"><li>- ensure that progress and performance of the learners is documented and they use this information for the development of teaching and learning methods.</li></ul>	<ul style="list-style-type: none"><li>- adapt their approach to a variety of teaching-learning contexts and make informed choices from a variety of methods for monitoring and evaluation of learning.</li><li>- support other teachers/ trainers/ adult educators in increasing their skills in analyzing learning processes</li><li>- take responsibility for managing professional development of individuals and groups</li></ul>
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## Competence area – Assistance for learners

Core-Competencies	Knowledge – Level 5	Skills – Level 5	Responsibility and Autonomy – Level 5
<p>To manage groups and management in groups<sup>10</sup></p> <p>Care for the learner<sup>11</sup></p> <p>To encourage learning and motivate<sup>12</sup></p> <p>Support learning<sup>13</sup></p>	<p>Adult learning facilitators:</p> <ul style="list-style-type: none"> <li>- have comprehensive knowledge in educational psychology, learner-oriented teaching methods and know the mechanisms of self-perception and perception of others</li> <li>- have comprehensive knowledge of motivation techniques and methods</li> <li>- are able to deal with learning barriers</li> <li>- have knowledge about the variety of learning environments, conflict management and dealing in a pedagogical way the group work</li> <li>- have basic knowledge of coaching and counselling</li> <li>- know techniques and methods for motivating learners to make use of professional coaching and counseling offers.</li> <li>- know the basics of communication and</li> </ul>	<p>Adult learning facilitators:</p> <ul style="list-style-type: none"> <li>- are learner oriented and are able to help learners to recognize informal learning as valuable learning</li> <li>- empathises with learners</li> <li>- are able to recognize the strengths of the individual learner and know how to use them in a productive way for a joint and mutual learning.</li> <li>- are able link the learning to the learners' life experiences (if these are known to them), thus enhancing the relevance of the learning to the learners</li> <li>- know and make creative use of motivation techniques and psychological knowledge.</li> <li>- are able to tailor pedagogical methods to the requirements of the learners</li> <li>- are experienced in applying in a creative manner communication and de-escalation strategies</li> <li>- are able to provide learning advice and to use</li> </ul>	<p>Adult learning facilitators:</p> <ul style="list-style-type: none"> <li>- are able to communicate effectively with learners</li> <li>- are able to support the learning in familiar learning contexts, in a learner orientated and empathic manner</li> <li>- know how to motivate and to inspire learners to start and continue learning activities</li> <li>- are able to provide a purposeful learning support through referring to the individual experiences of the learners</li> <li>- are able to support and manage group processes</li> </ul>

<sup>10</sup> Competence elements from the questionnaire which have been taken into consideration: Communicate clearly; Manage group dynamics; Handle conflicts

<sup>11</sup> Competence elements from the questionnaire which have been taken into consideration: Support informal learning; Stimulate the active role of learners; Have a broad repertoire of methods at their disposal

<sup>12</sup> Competence elements from the questionnaire which have been taken into consideration: Create a safe learning atmosphere (not intimidating); Enable learners to apply what they have learned, Be attentive; Encourage learners to take over responsibility for their future learning processes; Be empathic, Encouraging collaborative learning among learners, Provide support to the individual learner; Assess the needs of the learner

<sup>13</sup> Competence elements from the questionnaire which have been taken into consideration: Motivate; Inspire

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

	knowledge on biographical research and on organisational theories. They can draw upon this knowledge in order to critically reflect on everyday situations and relate them to theoretical concepts.	group processes (e.g. future workshops)	
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#### 4. Annex : The European Qualifications Framework for Lifelong Learning

(EQF) (p. 12-13): [http://ec.europa.eu/dgs/education\\_culture](http://ec.europa.eu/dgs/education_culture)

<b>Level 5 and 6</b>	<b>Knowledge</b> In the context of EQF, knowledge is described as theoretical and/or factual.	<b>Skills</b> 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).	<b>Competence</b> In the context of EQF, competence is described in terms of <b>responsibility and autonomy</b> .
The learning outcomes relevant to <b>Level 5</b> are	Comprehensive, specialised, 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"> <li>- Exercise management and supervision in contexts of work or study activities where there is unpredictable change</li> <li>- Review and develop performance of self and others</li> </ul>
The learning outcomes relevant to <b>Level 6</b> 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 specialised field of work or study	<ul style="list-style-type: none"> <li>- Manage complex technical or professional activities or projects, taking</li> <li>- responsibility for decision-making in unpredictable work or study</li> <li>- contexts</li> <li>- Take responsibility for managing professional development of</li> <li>- individuals and groups</li> </ul>