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Core competences of adult learning facilitators

A European Delphi Study

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Education and Culture DG

Lifelong Learning Programme

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- 1. History**
- 2. Project**
- 3. Delphi Study**
- 4. Development of QF**
- 5. Output and Consequences**

European research group on “Competences in the Field of Adult and Continuing Education”

**Initiated by the DIE
Start of work in autumn 2005**

**Members from Austria, Denmark, France,
Netherlands, Italy, Poland, Portugal, Sweden,
Switzerland, UK**

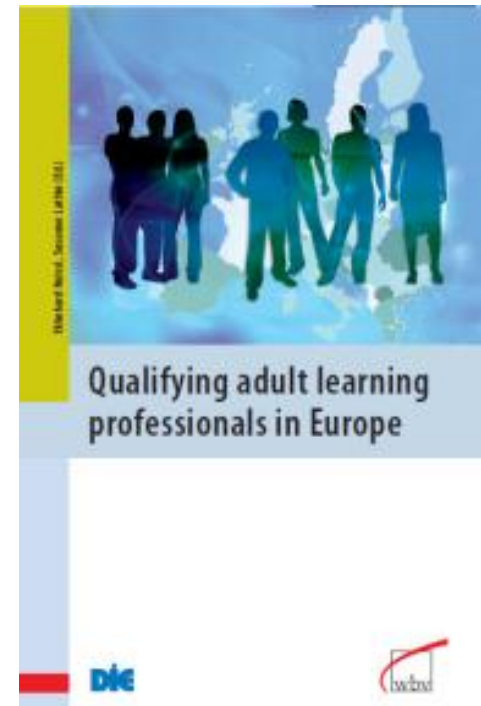
The group's long-term objectives:

**Aim at a joint competence profile for
learning facilitators in adult and
continuing education**

1. HISTORY

European research group – preliminary work

- Approach to the topic, common interpretation of the key words, exchange about the state of research (2005/06)
- European Q-Act conference and publication (2007/08)



(Part of) identified needs:

- **More (international) empirical research on core competences of personal in the field adult and continuing education (2006)**
- **Strengthened focus on teaching as classical aspect of adult and continuing education**
- **Association with the practitioner's/expert's views**

Planning of EU-Project



Research part - Delphi-study:

“Which core competences should be an integral part of a comprehensive transnational qualification framework for learning facilitators in adult and continuing education in Europe?”

Development part - Aim:

Development of a concept for a transnational qualification framework for adult learning facilitators (based on EQF).

2. PROJECT „QUALIFIED TO TEACH“ (2009-11)

QF2 TEACH



German Institute for
Adult Education



University of
Torun



Romanian Institute for
Adult Education



University of
Florence



National Institute of
Adult Continuing Education,
England and Wales



University of
Stockholm



Swiss Federation for Adult Learning



University of Groningen

Experts survey in two waves

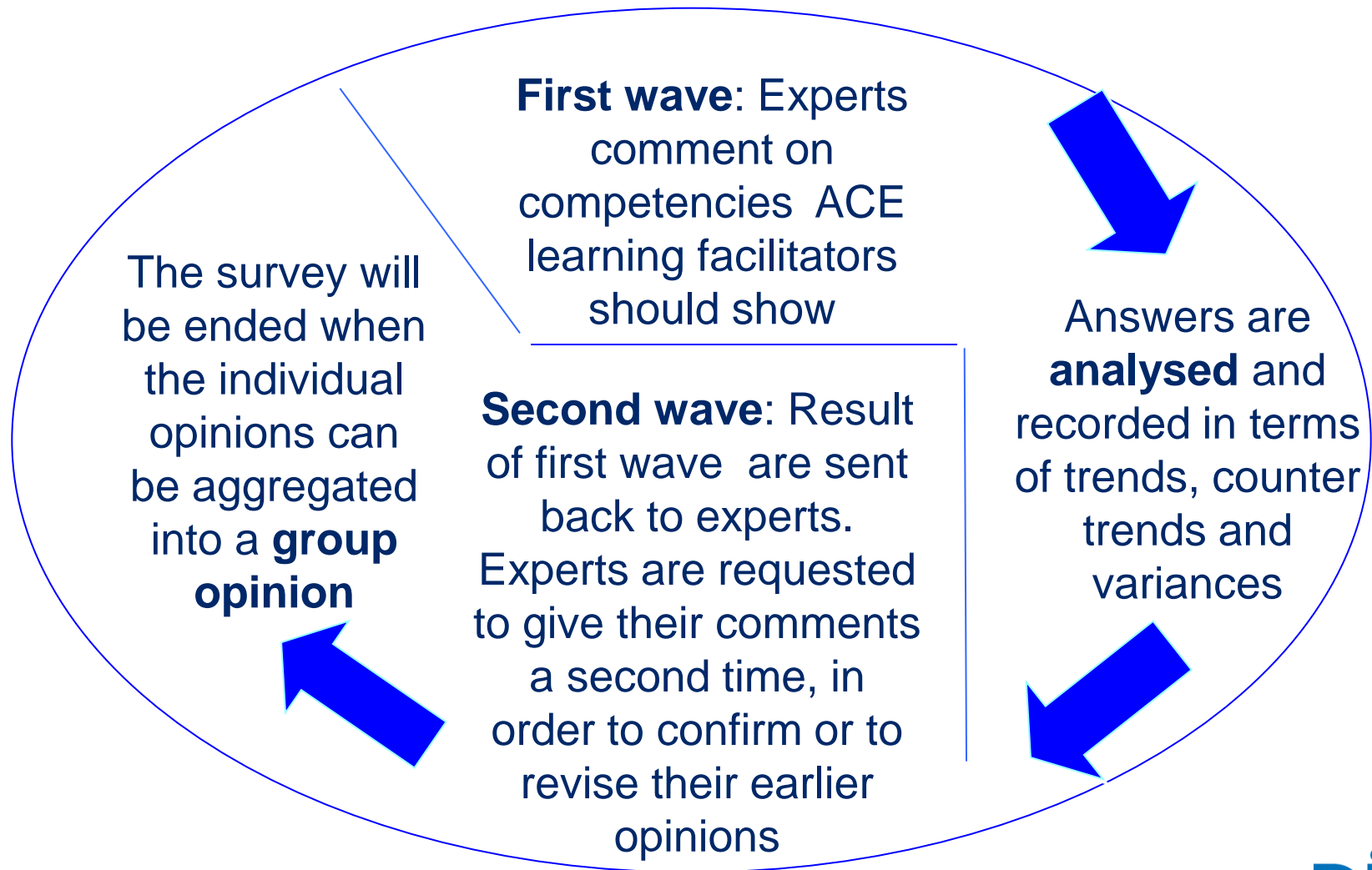
Online-questionnaire (in English)

Sample: about 200 experts from 8 countries

CH, DE, IT, NL, PL, RO, SE, UK

3. DELPHI STUDY

Method: Expert Panel / Delphi Survey in two waves



Sample

Participants (*n* = 209)

Experts	Number	Percentage
Adult learning facilitators	109	52,2
Heads/managers	44	21,0
Representatives	14	6,7
Researchers	26	12,4
Administrative experts/ policy	16	7,7

9 Competence Domains

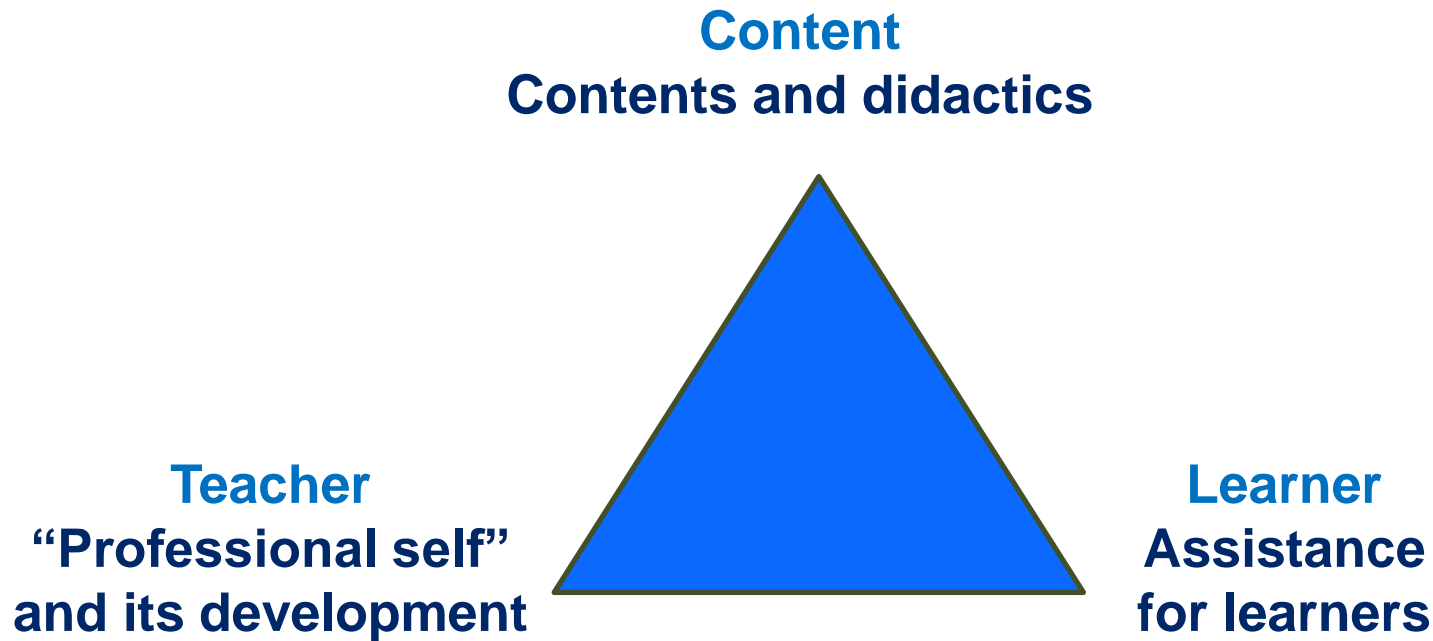
Personal Qualities	Subject related specialist domain
Interpersonal Behaviour and Communication with Learners	Monitoring and Assessment of Learning Processes
Cooperation with the external environment	Didactical-Methodological Domain
Planning and Management	Personal Development and Reflection
Access and Progression of Learners	

- **1. Wave**
 - 9 Competence-Domains (74 Items)
 - Likert Scale with 6 options + open questions
 - Analysis: Factor analysis, means, analysis of open questions

- **2. Wave**
 - Validation of first wave
 - Yes/No Questions
 - Analysis: Approval rate of 70% resp. 90% or higher in 2nd wave

Grouping the outcomes of the study with reference to the didactic triangle

 Definition of three competence areas



Nine Core Competencies

Competence area - Contents and didactics

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

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

- Personal competence
- Professional development

Competence area – Assistance for learners

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

1. Formulating possible descriptors for each of the three competence areas
(linked to EQF levels 5 and 6)
2. Discussion of QF concept with adult learning experts (sample) on a transnational workshop

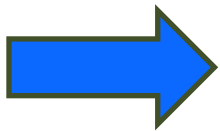
Competence area - Contents and didactics

	Knowledge – Level 5	Skills – Level 5	Responsibility and Autonomy – Level 5
<ul style="list-style-type: none"> • Expertise in the subject that is taught and in didactics • Learning arrangement 	<p>Adult learning facilitators have comprehensive, specialized, factual and theoretical knowledge:</p> <ul style="list-style-type: none"> - in the specialized work field and the corresponding subject-specific didactics - of the principles and special features of adult learning - ... 	<p>Adult learning facilitators:</p> <ul style="list-style-type: none"> - 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. - have comprehensive skills and experience in transferring subject knowledge to different target groups - 	<p>Adult learning facilitators:</p> <ul style="list-style-type: none"> - manage and control the didactic transfer of their subject knowledge in familiar teaching and learning contexts - monitor and supervise the learners' progress. -
<ul style="list-style-type: none"> • Analysis of learning processes 	Knowledge – Level 6	Skills – Level 6	Responsibility and Autonomy – Level 6
	<p>Adult learning facilitators have advanced knowledge:</p> <ul style="list-style-type: none"> - in their field of activity/ work, in the respective subject-specific didactics, and in micro-and macro-didactic action. - concerning diverse target groups and current trends in adult and continuing education. - ... 	<p>Adult learning facilitators:</p> <ul style="list-style-type: none"> - have advanced skills and experience in transferring subject knowledge to different target groups. - are able to use their experience in an innovative way in teaching and learning unfamiliar contexts - ... 	<p>Adult learning facilitators:</p> <ul style="list-style-type: none"> - have relevant experience in imparting subject knowledge in a variety of teaching-learning contexts - are able to adapt their teaching offers to a variety of target groups and learning environments - ...

The experts were satisfied with the proposed concept for a transnational QF.

The concept provides the possibility to make the high qualitative work of adult learning facilitators visible.

The transnational QF is a generic consensus-driven overarching model which covers only the core elements of the work of adult learning facilitators



For using the QF in different contexts of adult learning it should be specified

Output:

- Empirical basis for further research
- Questionnaire as resource

Consequences:

- Technocratic narrowing or broadening of the understanding of professionalism?
- What are the consequences of the standard setting (Level 5 & 6)?
- Which occupations are associated with the competence requirements?
- How could the education systems meet the competence requirements?

Thank you for your attention!

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Resources

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