

Learning Outcomes

It is very important to define the content and processes necessary for the initial and continuing education of adult education staff. Trainers working in the field of adult education need specific competences to perform a wide range of professional tasks, such as teaching, managing, and program planning. There is a clear need for a number of key competences at the European level in order to make the systems comparable, to improve the professional competence of staff and to improve the quality of education in the institution.

A. GENERIC COMPETENCES

Generic competences are relevant for carrying out all activities in the adult learning area. Every professional working in the field of adult education should have these competences regardless of whether they carry out teaching, managing, counselling or administrative activities, since these competences define what it means to be an adult learning professional.

1. Personal competence in systematic reflection on one's own practice, learning and personal development: being a fully autonomous lifelong learner.
2. Interpersonal competence in communicating and collaborating with adult learners, colleagues and stakeholders: being a communicator, team player and networker.
3. Competence in being aware of and taking responsibility for the institutional setting in which adult learning takes place at all levels: being responsible for the further development of adult learning.
4. Competence in making use of one's own subject-related expertise and the available learning resources: being an expert.
5. Competence in making use of different learning methods, styles and techniques including new media and being aware of new possibilities and e-skills and assessing them critically: being able to deploy different learning methods, styles and techniques in working with adults.
6. Competence in empowering adult learners to learn and support themselves in their development into, or as, fully autonomous lifelong learners: being a motivator.
7. Competence in dealing with group dynamics and heterogeneity in the background, learning needs, motivation and prior experience of adult learners: being able to deal with heterogeneity and groups.

B. SPECIFIC COMPETENCES

1. Specific competences: directly involved in the learning process

- Being capable of assessment of adult learners' learning needs
- Being capable of designing the learning process
- Being a facilitator of the learning process
- Being an evaluator of the learning process
- Being an advisor / counsellor
- Being a programme developer

2. Specific Competences: supportive for the learning process

- Being financially responsible
- Being a people manager
- Being a general manager
- Dealing with PR and marketing
- Being supportive in administrative issues
- Being an ICT- facilitator

Assessment Tools are :

- Questionnaires
- Skill Tests
- Individual and group interviews
- Observation
- Reports on Self-assessment/ Peer Assessment
- Questionnaires in Mobility Tool