

Key competences for adult learning professionals – Contribution to the development of a reference framework of key competences for adult learning

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Cilj studije bio je da se definiše set ključnih kompetencija (definisanih na nekoliko nivoa) za zaposlene u oblasti obrazovanja odraslih, koji se primenjuje u zemljama Evrope. U prilogu je izvod iz dokumenta – lista ključnih kompetencija.

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Layer of competences - First layer of the model, namely the set of key competences needed to carry out a repertoire of activities in a certain context.

This layer consists of two parts:

A) Generic competences: These generic competences are competences that are relevant for carrying out all activities in the adult learning sector. Every professional working in the sector ought to possess these competences regardless of whether they carry out teaching, management, counselling or administrative activities. The cluster of generic competences consists of seven competences:

- A1) Personal competence in systematic reflection on one's own practice, learning and personal development: **being a fully autonomous lifelong learner.**
- A2) Interpersonal competence in communicating and collaborating with adult learners, colleagues and stakeholders: **being a communicator, team player and networker.**
- A3) Competence in being aware of and taking responsibility for the institutional setting in which adult learning takes place at all levels (in-

stitute, sector, the profession as such and society): **being responsible for the further development of adult learning.**

- A4) Competence in making use of one's own subject-related expertise and the available learning resources: **being an expert.**
- A5) 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.**
- A6) Competence in empowering adult learners to learn and support themselves in their development into, or as, fully autonomous lifelong learners: **being a motivator.**
- A7) 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.**
- The first three competences (A1-A3) deals with aspects in relation to being a professional, while the last four competences (A4-A7) are more focused on pedagogical / didactical competences.

B) Specific competences: These specific competences are competences that are needed to carry out a specific array of activities. These competences are needed for professionals responsible for a specific field of activity (e.g. facilitating learning, managing the institute, etc.). The specific competences are therefore not required for all the professionals working in the adult learning sector. A distinction is made between specific competences directly linked to the learning process (upper half, B1-B6), such as teaching or counselling and specific competences indirectly linked to or supportive of the learning process (lower half, B7- B12), such as management and administrative support. The competences, which are directly linked to specific activities carried out by adult learning professionals in the learning process, consists of six separate competences:

- B1) Competence in assessment of prior experience, learning needs, demands, motivations and wishes of adult learners: **being capable of assessment of adult learners' learning needs.**
- B2) Competence in selecting appropriate learning styles, didactical methods and content
- for the adult learning process: **being capable of designing the learning process.**

- B3) Competence in facilitating the learning process for adult learners: **being a facilitator of knowledge (practical and/or theoretical) and a stimulator of adult learners' own development.**
- B4) Competence to continuously monitor and evaluate the adult learning process in order to improve it: **being an evaluator of the learning process.** B5) Competence in advising on career, life, further development and, if necessary, the use of professional help: **being an advisor/counsellor.**
- B6) Competence in designing and constructing study programmes: **being a programme developer.**

There are six additional specific competences supportive to, or indirectly related to the learning process:

- B7) Competence in managing financial resources and assessing the social and economic benefits of the provision: **being financially responsible.**
- B8) Competence in managing human resources in an adult learning institute: **being a (people) manager.**
- B9) Competence in managing and leading the adult learning institute in general and managing the quality of the provision of the adult learning institute: **being a general manager.**
- B10) Competence in marketing and public relations: **being able to reach the target groups, and promote the institute.**
- B11) Competence in dealing with administrative issues and informing adult learners and adult learning professionals: **being supportive in administrative issues.**
- B12) Competence in facilitating ICT-based learning environments and supporting both adult learning professionals and adult learners in using these learning environments: **being a ICT-facilitator.**