

# „Competence Pass for Adult Educators“

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## Objects and Aims of the „Competence Pass“

- development of adequate instruments/ methods to comprise competences of the people employed in adult education
- documentation and systematization of competences of adult educators to render a comparison of required and existing competences possible and to enable institutes of adult education to reliably comprise their employees' competences
- compilation of a manual regarding the utilization of the competence pass
- development of a certification procedure

## Who benefits from a „Competence Pass“?

1. people employed in adult education
2. institutes of adult education
3. certifiers, public authorities as well as
4. people interested in continuing education

### Approach of Development

- Following a research phase in institutes of adult education, a **typology of relevant adult educational competences** was created, based on **typical work situations** of adult educators.
- To identify the level of each competence, **competence indicators** have been compiled.
- The **practicability** and **acceptance** of the pass is tested and evaluated in selected Saxon institutes of adult education.

## Definition of Competence

- Competence becomes evident in dispositions of acting.
- Competence becomes apparent in the **actions** of a person in **typical work situations**.
- A competence can be existent in **different degrees**.
- Competences can be **obtained in different ways**.

## Areas of Competence

- professional and societal competence
- pedagogical and didactical competence/ media competence
- personal/ social/ reflective competence
- organization and management competence
- counselling competence/ mentoring competence

## Compilation of Work Situations

- I. Preparation of Lessons
- II. Holding Lessons
- III. Follow-up Lessons
- IV. Educational Counseling
- V. Testing and Developing of Teaching Materials
- VI. Concept Development
- VII. Project Management
- VIII. Personnel Development
- IX. Networking
- X. Educational Controlling
- XI. Public Relations

### **Work Situation “Educational Counseling” including its ascribed competences and indicators**

**Description:** Pedagogical counseling of persons and institutions regarding their desire of and need for further education; the stress is on information and counseling, special addressing of target groups and institutions.





Competences	Competence Indicators	1	2	3	4
<b>counselling competence/ mentoring competence</b>	I. I know the object of counseling, i.e. the educational offerings of my institution or my region, the entrance requirements of the courses, the financial promotion for participants etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	II. I am especially trained for educational counseling.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	III. I am familiar with educational theoretical counseling approaches (e.g. according to Rogers, phase model, informative/ situative/ biography-oriented counseling)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	IV. I regard educational counseling as an offering for orientation and as support for decision-making, but not as giving instructions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	V. I can balance the needs of everyone involved in the counseling process.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	VI. I distinguish counseling from advice and information as well as from therapy.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	VII. I discuss the matters of the counseling with the person seeking advice in advance and set clear aims.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<b>personal/ social/ reflective competence</b>	I. I establish a trustful relationship with the person seeking advice by demonstrating empathy and acceptance.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	II. I can empathize with the person seeking advice but I can also differentiate myself to be able to judge situations objectively.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	III. I use my communication skills, e.g. my ability to listen or to observe.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	IV. I analyze and reflect the counseling conversations and my behavior as a counselor.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	V. I demonstrate intercultural and social sensitivity in dealing with different target groups, e.g. with migrants, the elderly or people from a non-academic background.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	VI.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<b>Level</b>	$\Sigma =$			

## Example for evaluating advisory competence/ mentoring competence

Competence	Work situations	Average	
		self	external
advisory competence/ mentoring competence	Holding Lessons		
	Educational Counseling		
	Networking		
	Level (arithmetic means):		