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Project number 2016-1-RO01-KA204-024392 Family Literacy Works!

OCCUPATIONAL PROFILE OF THE FAMILY LITERACY FACILITATOR

City Library Kranj
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INTRODUCTION

The core document of the 2nd stage of the *Family Literacy Works!* project is dedicated to defining the occupational profile of the family literacy facilitator. When preparing the document we were focusing on the findings and recommendations from the Comparative Research Analysis on Family Literacy Practices in Bulgaria, Macedonia, Romania, Slovenia and Portugal (hereinafter *The Comparative Analysis*) and on clearly stated priority tasks in project documentation. (Application Form, 2016)

The main objective of the document is to identify and define competence areas that include key occupational competences of the family literacy facilitator. When researching and specifying suitable competence areas and competences we were guided by the following indicators: complexity of the profile, clarity of the descriptors used and compatibility with the European Qualification Framework for lifelong learning (hereinafter EQF). (Application Form, 2016)

In the 1st stage of the project we focused on assessing the state and extent of family literacy programs in each of the five participating countries, i.e. Romania, Bulgaria, Macedonia, Slovenia and Portugal. From the national reports the comparative research analysis on the state of family literacy in participating countries was designed by our colleagues from "Octavian Goga" Cluj County Library, Romania.

Slovenian partners were chosen for the preparation of the 2nd stage project document. Later, an educational program for family literacy facilitators will be designed on the basis of the occupational profile. The preparation and adoption of the profile was therefore divided into two parts:

- Part 1: Preparation of the occupational profile for the family literacy facilitator (running from 1st May to 30th September 2017)
- Part 2: The final phase of the adoption or confirmation of the document, after piloting the educational program, we will assess the coordination between theory and practice (November – December 2018)

This document consists of three parts; theoretical research, empirical data and the description of the occupational profile of the family literacy facilitator.

The outcome of our research will therefore be a proposition for the occupational profile of the family literacy facilitator that will be later on tested in piloting the educational program. Its main goal is to support families – parents and their children – in growing and developing better literacy skills of both generations. Its key role is to create and carry out family literacy programs where



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families could improve and strengthen their literacy skills. That is how we wish to raise parents' awareness concerning the importance of good, encouraging home environment for developing literacy of their children.



PART I: THEORETICAL RESEARCH

METHODOLOGY

In describing the occupational profile of the family literacy facilitator we were deriving from project documentation and the findings from *The Comparative Analysis*. We divided it into theoretical, investigative, empirical part and description of the occupational profile of the family literacy facilitator. In the theoretical part we defined some basic terms and concepts and did some research on the on-going practices for training of family literacy facilitators around the world. We analysed facilitator training programs and available vacancy notices in the field of family literacy.

We carried out two workshops in the empirical part of the project, where we identified elements of competences of the family literacy facilitator. The first workshop was held at a project partners' meeting and the second one at the meeting of the extended working group. Both workshops are described in Part II. That is how we came up with a set of knowledge, skills and personal characteristics that were later on tested in the questionnaire.

From the research, workshops and analysis we finally identified key competences and described the occupational scope of the family literacy facilitator.

LITERACY AND FAMILY LITERACY

Literacy nowadays is a complex term and crucial for economic and societal development in general. It is an important part of our everyday lives; we develop literacy from birth to adulthood. This is the process of lifelong learning.

Until now, the study of literacy has evolved into an interdisciplinary science. Experts label literacy as multiple literacy or multi-literacy. There are also new kind of literacies or modal literacy or, as Grosman put it, *multidimensional literacy*: "The term multidimensional literacy or composite literacy /... / is trying to express literacy as something beyond the basic reading and writing skills and to warn about the fact that although these two skills remain the basis for all other literacies, they do not suffice for everyday language use needed to function in the 21st century." (Grosman, 2011)

We can also identify different types of literacy in a family environment. They are important in the development of children as well as adults. Literacy types that can form inside a family, and are also recognized in education systems, are: emergent literacy, early literacy, functional literacy,



mathematical literacy, informational and digital literacy, literacy of natural sciences, musical literacy, adult literacy.

In addition to identifying and defining an individual's literacy and different types of literacy within a family, it is also important to know as much about the family life, routines and ways of learning in a family, all in all to be familiar with the needs and desires of the focus group. Family, as the main focus group of family literacy programs, can be defined in different ways, depending on different social and cultural backgrounds. However, regardless of the family type, it is important to integrate **family members from at least two generations that are in a continuous relationship** into family literacy programs. It is also important to recognize geographical, social and cultural backgrounds and relationships inside families with special attention to parenthood. Family literacy programs are mostly focused on families from low socio-economic backgrounds or families coming from different cultural backgrounds, although this is not always the case.

The Comparative Analysis defined three focus groups of family literacy programs: families from vulnerable groups (Roma children, orphans, migrants, children from single-parent households, children that drop out of school because of poverty, children with special needs and learning disabilities), parents and teachers and families without any specific social background, where programs are mostly focused on developing the reading culture.

Different family literacy programs throughout the world and *The Comparative Analysis* showed that there is no universal family literacy model. Accordingly, family literacy models are culturally and geographically conditioned, because they derive from the needs of local communities and the society in general: "Cultural, linguistic, and familial contexts all influence both the ways in which families share literacy and the content of embedded reading and writing activities." (DeBruin-Parecki and Krol-Sinclair, 2003) Moreover, they also depend on the time and/or social context in which they are put in place.

Nevertheless we can understand family literacy, a complex and dynamic concept, as "naturally occurring educational activities carried out in the home and family environment." (Grginič, 2006: 12) "It also includes reading culture and reading habits that are related to literacy." (Knaflič, 2002: 38) Parents, as children's first teachers, play the most important role in accomplishing reading habits and culture. Therefore one of the major goals of all family literacy programs is, in addition to development of literacy, to raise parents' awareness about the issue and to help them achieve it. Thus it is very important, from the viewpoint of family literacy as a method of education, to train a qualified facilitator who would be able to work with a family as a whole.



FAMILY LITERACY FACILITATOR

The Comparative Analysis identified four different types of family literacy facilitators: teachers, librarians, trainers and volunteers. They are all trying to create reading culture, encourage reading and learning in the family environment and support children in their school achievements. They should have at least some basic pedagogic competences, planning and management competences, teamwork skills and communication skills in working with adults and children, positive attitude towards learning and towards the participants. (*The Comparative Analysis*, 2017:)

Regarding institutions that carry out family literacy programs, facilitators can work as developers and designers of the programs as well as their operators/service providers. This is especially true for institutions like libraries.

Education and training of people working in the field of family literacy around the world and in Europe is mostly linked in content to existing family literacy programs, meaning different kinds of workshops where participants can get different kinds of certificates. In countries where family literacy is already institutionalized, there are also programs that were established in cooperation with family literacy centres at the university level, for instance at the Penn State University (USA; www.worldcampus.psu.edu/degrees-and-certificates/family-literacy-certificate/overview) or Conestoga College (Canada; www.conestogac.on.ca/parttime/family-literacy). Curricula at both institutions contain courses in family literacy, adult literacy and development of children and literacy.

On the internet we can find many different job offers concerning family literacy. Family literacy centres and schools, especially in North American region, usually submit them. They are looking for family literacy facilitators, volunteers, family literacy and family education coordinators. Tender specifications differ from offer to offer, but we can still find some common points of interest. Usually the university degree is required along with experience in working in adult education or working with families. The rest of competences, qualifications and skills include: teamwork, flexibility, organizational skills, mother tongue proficiency and in some cases bilingualism, motivational skills, knowledge of reading strategies and children's literature, communication skills, computer skills, etc. Forms of employment differ from volunteering to part-time or, to a lesser extent, full-time.

There are many differences in naming people who manage and execute family literacy programs, for instance teachers, educators, tutors, instructors, facilitators, trainers, etc. This shows diversity



of the family literacy area of expertise, its dependence on the goals set and, in our opinion, also on the methods used when working with families.

In this document we understand the term family literacy facilitator in a broader sense, as an umbrella term for different types of facilitators and their various roles, which also defines the manner of their work.

Facilitation is a fairly new concept that has become popular in the late 20th century, especially in business, management and education. Today we can already speak of professionalization or the development of a new discipline that studies the concept. Ultimately, facilitation is a very multi-layered term and although we can speak of some interpretations and models, it is still being developed and established, so there is no generally accepted definition yet.

However, in general we can agree that facilitation is a process by which group conversations, agreements and planning are assisted. Facilitator is a person who helps the group reach a mutual goal while staying neutral on the issue. He or she is supposed to work as a guide who leads the group towards a common objective and at the same time takes part in the decision-making.

In education facilitation is similar to teaching through dialogue. Teachers become facilitators when they encourage students to actively engage in learning and take responsibility for their own academic progress.

Generally, Hogan defines a facilitator as: "A self-reflective, process-person who has a variety of human, process, technical skills and knowledge, together with a variety of experiences to assist groups of people to journey together to reach their goals." (Hogan, 2002: 57) She listed a number of metaphors that sum up the work of a facilitator. For instance, she compares them with midwives or dancers, meaning their ability to assist, to be responsible, to lead and adjust.

Guidelines for Family Literacy and Learning Programs, which had been developed at the Institute for Lifelong Learning at UNESCO, define family literacy and intergenerational learning facilitator as follows: "The term 'facilitator' indicates that the learner receives help with learning, which is facilitated in different ways and not imposed. Facilitators aim to develop links between the way children and adults learn at home and the different demands of school learning." (Haneman et al., 2017)

A family literacy facilitator is therefore a person, a professional worker who guides or helps families towards their common goal in a family literacy or education area. He or she can work in various roles and at two different stages of action: as a developer and designer of family literacy programs, and as their provider.

In this respect, a facilitator needs to:

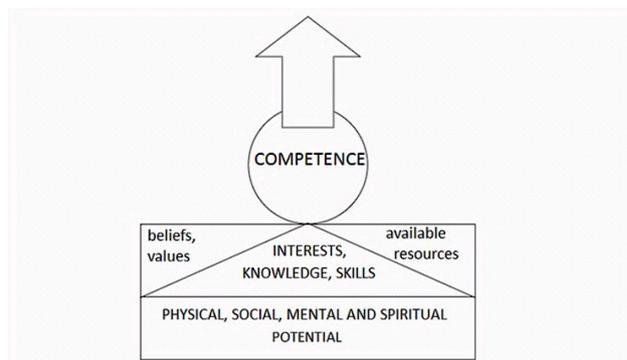


- Be familiar with the concept of literacy (or different types of literacy)
- Be familiar with development of literacy in children
- Be familiar with adult literacy
- Have some basic knowledge about the concept of family (social and cultural background, family dynamics)
- Have some basic pedagogy and andragogy knowledge
- Be familiar with the concept and models of family literacy
- Have facilitation skills
- Have management skills
- Be familiar with the needs of the local community as well as the whole society

COMPETENCES

The term competence is used in everyday life as well as in scientific discussions. There are many different disciplines trying to define the term, for example psychology, anthropology, philosophy, sociology, pedagogics, economy, etc. Definitions differentiate from case to case, so we cannot really talk about the universal explanation of the concept of competence. For that reason, the term competence is used in various contexts. There are pragmatic, historic, naturally occurring and social factors affecting the explanation of the concept; quite often they depend on geographic, cultural or even linguistic factors. "Since the 1970s several different explanations and definitions had developed, following different measures. However the main discussion is still focused on psychological (internal) and social (external) factors." (Kuran, 2012: 41 v Temeljne zmožnosti odraslih: priročnik za učitelje)

The overview of different understandings of the term competence was done by the German psychologist F.E. Weinert, who identified nine different conceptualizations of competence as a term: general cognitive ability, specialized cognitive skills, competence-activity model, modified competence-activity model, aspiration for motivated activity, objective and subjective competences, action competences, core competences and meta-competences. (Štefanc, 2012)



Source: Definitions of competences (Mayer et al., 2004) in Informacijska tehnologija kot temelj vseživljenjskega izobraževanja človeka 21. stoletja, 2014

Regardless of all these various explanations and definitions, we can talk about three main dimensions of competence: cognitive, motivational and social.

According to Štefanc, the main areas for application of the term competence are:

- Competence as an (institutional) power and ability to function inside the theory of the law
- Competence as language proficiency in the field of linguistics
- Competences in economy and management
- Competences in education and pedagogical work

(Štefanc, 2012)

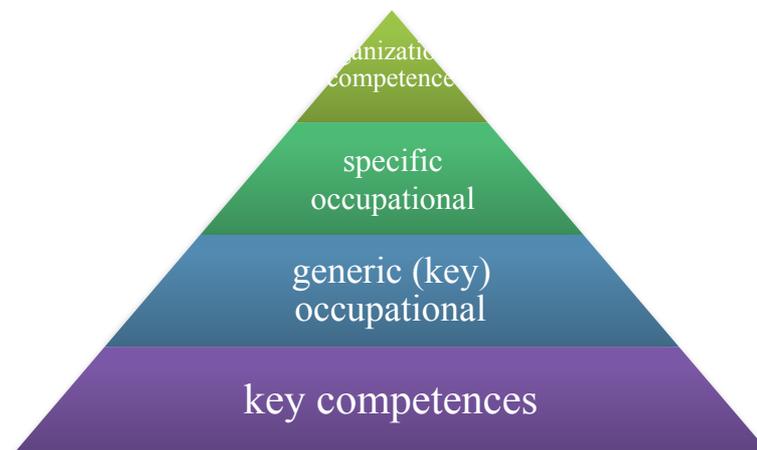
The area of pedagogical and educational work is also the area that includes the family literacy facilitator's work and that is why we are going to focus on it. Competences in this area represent one of the key elements and the basis of education programs (formal and informal) and trainings.

However, the term competence originates from social psychology, where scientists systematically examined an individual's skills. In the education sector the term became popular in the 1960s in the USA. American psychologist David McClelland was the first who established the bases for the competence approach to education. He believed that knowledge and intelligence alone are not enough for one's success. A person that wants to succeed also needs some competences.

American approach in defining competences is traditionally behaviouristic. A more functionalist understanding of competences evolved in the 1980s in the UK, whereas in continental Europe the multidimensional or holistic approach was recognized the most.

When specifying competence we also have to be aware of the differences between visible and invisible competences. Visible competences include competences that can be developed through education and training. Invisible or hidden competences, on the other hand, take account of behaviour, values and beliefs of individuals as well as their personal qualities. Unfortunately, these are more difficult to develop through education.

Competences are often divided in levels, i.e. in key and occupational competences. Occupational competences are further divided into generic occupational competences (key occupational competences) and specific occupational competences. Sometimes one more competence is added, the so-called organizational competence.



Source: adapted from Kuran; *Temeljne zmožnosti odraslih: priročnik za učitelje* (2012)

KEY AND OCCUPATIONAL COMPETENCES

In 1997 an international project of determining a set of key competences in education started under the aegis of OECD. In the project called DeSeCo (*Definition and selection of competencies*), they defined and divided material scopes of key competences on the field of lifelong learning into three major categories:

- Functioning within heterogeneous social groups
- Autonomous proceeding
- Appropriate interactive use of tools



They defined competences as the ability to perform certain activity: “A competency is more than just knowledge and skills. It involves ability to meet complex demands, by drawing on and mobilising psychosocial resources (including skills and attitudes) in a particular context.” (The definition and selection of key competencies: Executive summary, 2005: 5)

In 2002 the research conducted by Eurydice institute summoned up a list of basic criteria for determination of key competences:

- Key competences have to be useful for everyone in the society
- Key competences must cohere with ethical, economic and cultural values of the society
- The context in which key competences are conducted has to be taken into account as well

On the basis of various explanations and definitions competences are understood as a set of knowledge, skills and attitudes. (Key Competences, 2002)

In 2006 the European Council and the European Parliament accepted a framework of key competences for lifelong learning that individuals need to fulfil their potentials, active citizenship, employment and social inclusion. Hence the European reference framework defines 8 competences for lifelong learning:

- Communication in the mother tongue
- Communication in foreign languages
- Mathematical, scientific and technological competence
- Digital literacy
- Learning to learn
- Social and civic competences
- Sense of initiative and entrepreneurship
- Cultural awareness and expression

Member States and stakeholders generally accepted the framework of key competences. In the last decade it has been involved in preparation of various national education and training policies and has been important in assertion of new teaching and learning techniques that are based on competences. The progress is detectable especially in planning school curricula. The framework is also used for recognition of informal learning benefit for young adults (Youthpass certificate).

Key competences are therefore competences that do not depend on the environment and that are transferrable. For the most part they enable each individual to fulfil his or her potential, develop and grow, actively participate on national level and also in society. “Key competences are in the core of every professional training at all levels.”(Kuran, 2012: 42)



Occupational competences are on the other hand connected with occupational field or jobs that individuals have as part of their profession. Generic, key occupational competences are transferrable between similar professions, whereas specific occupational competences are not. They are only typical for individual professions or jobs and are therefore non-transferable.

KEY COMPETENCES OF FAMILY LITERACY FACILITATOR

In this document the term competence is understood as the set of knowledge, skills, personal qualities and individual's attitudes. In determining family literacy facilitator's competences we mainly focused on personal qualities, knowledge and skills of the individual and to a lesser extent on his or her attitudes.

Knowledge as regulated information, that leads to understanding is defined as cumulative storage of cognitive skills and information that an individual, family or community possess. These skills can be used in day-to-day work and on personal social positions and are selected into a set of experiences that help us cope with new situations and changes in the environment. We are focusing on knowledge crucial for understanding family literacy.

Skills are understood as practical mastery of knowledge.

Personal qualities are the features that distinguish a person from a person. We were interested in (key) qualities that a person working on a field of family literacy should possess.

Attitudes are understood as motives, values and interests of an individual.

We have already stated that family literacy facilitator should help families achieve their mutual goals. The facilitator has two specific roles as developer and designer and as provider of family literacy programs. Regarding *The Comparative Analysis*, an overview of trainings and the analysis of job offer for family literacy facilitators, we summed up a list of tasks of family literacy facilitators:

- Working with children and adults (parents)
- Working in and with groups
- Learning to learn, teaching
- Keeping track of and assessing the progress of participants
- Self-reflexion
- Facilitation
- Planning and executing activities
- Program implementation and evaluation



The Comparative Analysis showed that family literacy programs on average last one year and that they are mostly carried out in national languages. Moreover, they are provided in cooperation with various institutions from different fields (partnership between public, non-governmental and private institutions) and are financed either from their own funds or from project funds. Therefore the work of family literacy facilitator also includes:

- Project work
- Teamwork
- Organization (of programs or workshops)
- Searching and using resources
- Cooperating with the environment

Family literacy facilitators' mission is defined through their tasks, which depend on program goals and the environment, where it is held. Common tasks for all family literacy facilitators are:

- Raising levels of literacy
- Encouraging reading and reading culture
- Encouraging intergenerational learning
- Motivating
- Contributing to the progress of local communities

Key (generic occupational) competences of family literacy facilitator are competences that facilitators need no matter where they carry out family literacy programs. On the other hand, specific occupational competences are linked to a specific family literacy program and therefore reflect the needs of the environment in which it is carried out.

When identifying competences of family literacy facilitators we also took into account the project called *Core competencies of adult learning facilitators in Europe: findings from a transnational delphi survey conducted by the project Qualified to teach (2009)* and competences of facilitators encountered by International association of facilitators.

In the project *Qualified to teach* they defined 9 core competences of adult education facilitator as follows: group management and communication, subject competence, supporting learning, efficient teaching, personal professional development, stimulating learning, learning process analysis, self-competence, assistance of learners. These nine competences were arranged in categories of pedagogic triangle (professional worker, competitive scope of content and didactics and competitive scope of student help) and defined using EQF descriptors.



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International association of facilitators has encountered 6 core competences of facilitators: creation of cooperation between clients, planning adequate group dynamics, creation and maintaining cooperation environment, group leadership towards appropriate and useful results, building and maintaining professional knowledge, formation of positive professional behaviour.

Competences therefore represent the basic collection of knowledge, skills and attitudes that facilitators need in order to successfully operate in various environments.



PART II: EMPIRICAL DATA

IMPLEMENTATION OF WORKSHOPS

The workshops were guided in a way of targeted conversation and »association search« in order to generate as many different elements in the competence profile of family literacy facilitator.

The first workshop was carried out at project partners' meeting on 6th May 2017 in Kranj. The participants were asked to state as many elements of competences that a family literacy facilitator should possess as they could remember. The results were divided into three predetermined sets of elements:

- a) Personal and behavioural qualities
- b) Attitudes (beliefs, values, interests, motives)
- c) Knowledge and skills

The results are presented in Attachment 1.

The second workshop was executed on 24th May 2017 at the second meeting of the extended working group¹ that prepared occupational profile of family literacy facilitator proposal. The results are gathered in Attachment 2.

On the basis of starting points and workshops' outcomes we joined and rearranged both lists, defined personal qualities, attitudes, knowledge and skills of family literacy facilitator and sorted them into the table presented below. The table served as the basis in preparation of the questionnaire in further research.

¹ We invited colleagues from the City library of Ljubljana to work with us in preparation of a common education program for family literacy facilitator at this stage of the project. Three colleagues from Ljubljana were included in extended working group.

**Table 1: The synthesis of workshops' results**

PERSONAL and BEHAVIOURRAL CHARACTERISTICS	ATTITUDE (values, beliefs, interests, motives)	KNOWLEDGE	SKILLS
patience	love for teaching, working with children and parents	knowledge of native language	team work
tolerance	wish to improve the literacy	knowledge of foreign languages	how to use and find resources
creativity	love for reading and telling stories	pedagogical-anagogical knowledge	organizational and management skills
accuracy/precision	Contributing to the progress in society	knowledge from behavioural psychology	multitasking
communicative	respect family as a value	knowledge of children's literature	communication and rhetorical skills
to be on time	respect privacy	knowledge of parenting	creative and dynamic work
autonomy	ethical value	practical knowledge (crafts ...)	planning/managing and examination of the activities
effectivity	to have interest in different fields	knowledge of family literacy	to support the group
reliability	readiness for challenges	knowledge of other type of literacy (information, digital, media, ...)	social skills
system	lifelong learning as a value	knowledge of teaching	conflict management
openness/extroversion	critical thinking	knowledge of child and adult psychology	ability to work with different target groups from social background
adaptability	support the educational process	understanding of different types of families and family dynamic	ability to work with different age groups
innovativeness		awareness of local community characteristics	skills for working in multicultural environment
trustfulness			motivation skills
empathy			articulated speech
sensibility			stress management
humour			ability to listen
respectfulness			ability to support families and recognize their needs



THE ANALYSIS OF THE RESULTS OF THE QUESTIONNAIRE

On the basis of the results from the workshops we formed the questionnaire (Annex 3). The purpose of the questionnaire was to verify elements of competences with people that execute or organize various family literacy programs.

The questionnaire was sent to a small number of respondents (n=40), the focus group included: librarians in public and school libraries, primary school teachers, pre-school teachers and volunteers. The questionnaire was available online from 22nd August to 5th September 2017 at <https://www.1ka.si/admin/survey/?&l=1>.

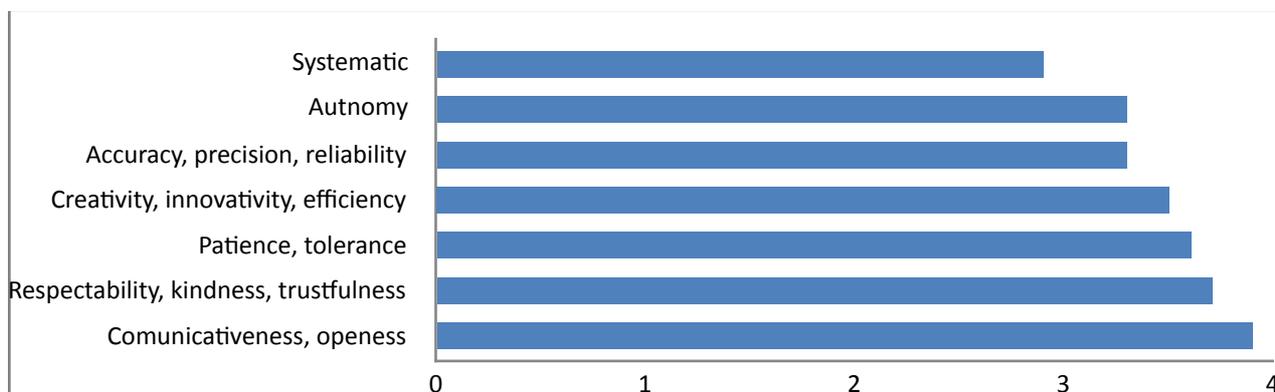
The questionnaire consisted of 10 questions that focused on personal qualities, knowledge and skills of the competence profile of family literacy facilitator. We added two introductory questions to check the understanding of the term and the concept of family literacy among respondents.

The answers on the introductory questions that focused on understanding family literacy as the set of activities in family environment showed that most respondents relate family literacy with reading literacy. Therefore they answered following questions mainly on the premise of this assumption.

The first part of the questionnaire was designed to encourage associative response about personal qualities, knowledge and skills of a facilitator. The most important personal quality is, in respondents' opinion, communicativeness, followed by empathy, patience, kindness and creativity. For successful work the facilitator also needs other knowledge and skills like pedagogic knowledge, expertise on all kinds of literacies, familiarity with children's and young adult literature and literature in general. Rhetorical, communication and story-telling skills were also recognized as important.

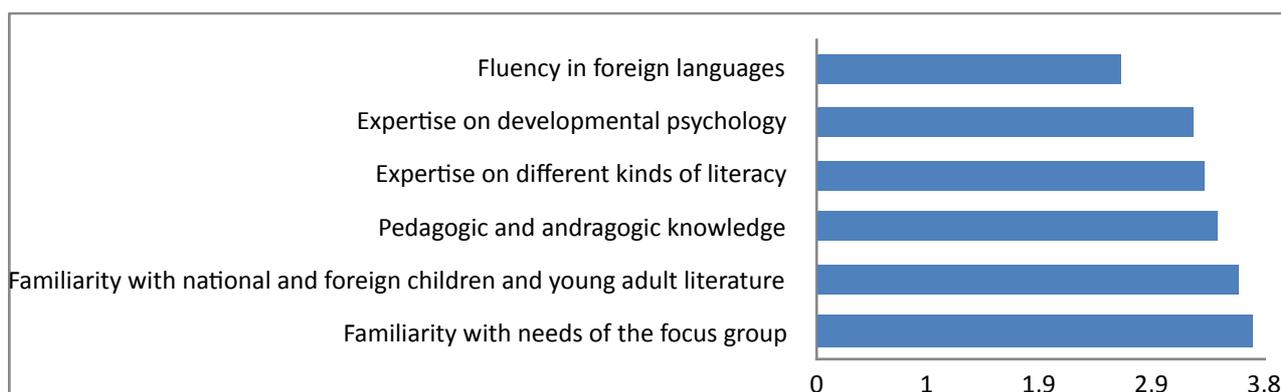
The results of workshops were used to design the rest of the questionnaire on the principle of similar personal qualities and to expose certain knowledge and skills of family literacy facilitator.

The respondents rated their responses on the basis of importance of certain personal quality, knowledge or skill for the facilitator.



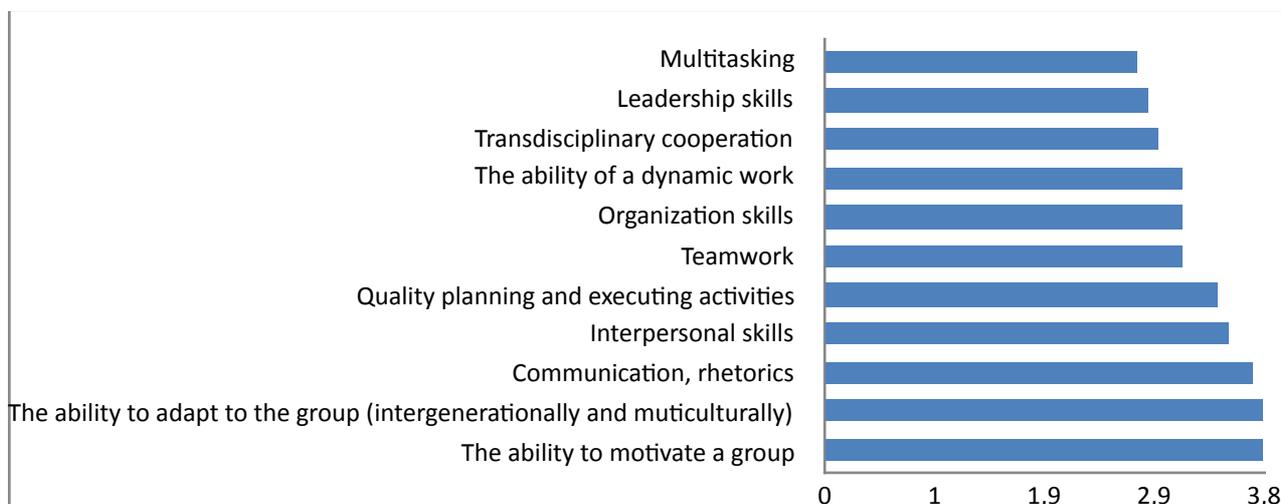
Graph 1: Importance of personal qualities of family literacy facilitator.

The most important personal qualities of the facilitator are communicativeness and having an open-mind, followed by respectfulness, kindness, trustfulness, patience and tolerance of an individual.



Graph 2: Important knowledge of the family literacy facilitator.

The respondents rated the importance of certain knowledge as follows: the familiarity with needs of the focus group, familiarity with national and foreign children’s and young adult literature, pedagogic and andragogy skills. Expertise on different kinds of literacies and developmental psychology are important as well. As we already stated at the beginning of the analysis, the results reflect the understanding of family literacy in the context of reading literacy.



Graph 3: Importance of skills of the family literacy facilitator.

Facilitators' skills are not as much related to the execution of programs. The most important skills in respondents' opinion are the ability to motivate and adapt to the group, meaning intercultural and intergenerational. A good facilitator also has good communication and rhetoric skills, as has already been emphasized in associative answers.

We asked the respondents which knowledge and skills they wish to obtain or improve for quality work at the family literacy programs. We found out that facilitators mostly lack knowledge and skills that they find the most important in family literacy. The expertise on pedagogics and developmental psychology, group motivation and rhetorical skills were therefore recognized as skills and knowledge respondents lack on a field of working with families.

The comparative analysis partial results displayed where and which institutions can execute family literacy programs. Our questionnaire has expanded this list on other institutions as well. So, besides schools, kindergartens and school libraries, the respondents also listed nursing homes, youth and intergenerational centres, health centres and consultative dispensaries, safe houses, social work centres and universities of the third age.

Respondents listed more than 30 different personal qualities and more than 25 different knowledge and skills that a facilitator should possess. We noticed that for successful work a family literacy facilitator should have a broad spectrum of knowledge, skills and most importantly personal qualities that are manifested when working with families.



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We think that every public or private institution that is in any possible way in contact with families or family members should employ at least one person that corresponds to the occupational profile of family literacy facilitator.

Facilitators and others that work in family literacy programs understand their work as important and responsible, as is also evident from their extensive and varied responses. The role of family literacy facilitator is becoming more important now than it was in the past as shown from the percentage of people that believe that including facilitators in the programs is crucial for programs' success.

PART III: THE DESCRIPTION OF OCCUPATIONAL PROFILE FOR THE FAMILY LITERACY FACILITATOR

KEY COMPETENCES OF THE FAMILY LITERACY FACILITATOR

The occupational profile for the family literacy facilitator was designed on a basis of theoretical background and empirical work that consists of execution of workshops and the questionnaire.

From the definition of the areas of work, the set of personal qualities, skills, knowledge and attitudes or dimensions of competences we derived **fundamental areas of work** of family literacy facilitator:

- **Professional area:** covers the area of family literacy in terms of theoretical and practical knowledge, professional development and lifelong learning.
- **Pedagogy andragogy area:** includes basic learning and teaching elements of children and adults.
- **Facilitation area:** takes into account leadership and teamwork where all participants are actively involved.
- **Interpersonal relations and social area:** where efficient work in social situations is intertwined with interpersonal relations and conflict skills.
- **Management area:** includes organizational work, planning and teamwork.

Moreover, we should not forget about the **personal qualities** that are very important in family literacy facilitators' work. Personal qualities are connected across the areas. We divided them regarding the analysis of questionnaire results and the importance of the particular area.



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We identified 6 competence areas that are later on described as knowledge, skills, personal qualities and attitudes. At this point we emphasize that individual areas are intertwined. The profile elements are closely related to one another and form a facilitator's profile as a connected entity. Key competences of family literacy facilitator were then derived from the profile and applied to reference levels of the European qualification framework (Appendix).



THE MODEL OF THE OCCUPATIONAL PROFILE OF THE FAMILY LITERACY FACILITATOR

Area 1: Professional

Knowledge	In-depth theoretical knowledge of family literacy:
	<ul style="list-style-type: none"> • Knowledge of different models and practices of family literacy • Complexity of literacy and different types of literacy in the family and in school • Knowledge about literacy development in children and in adults • Knowledge of methods for teaching family literacy • Understanding of family dynamics • Awareness about different definitions of a family as a social unit • Solid knowledge and understanding of social and cultural background of the family
	Other fields:
	<ul style="list-style-type: none"> • Knowledge of new information technologies • Knowing the methods for identifying the needs of the local and broader community
Skills	<ul style="list-style-type: none"> • Specific skills when addressing adult learning • Efficient communication methods when interacting with parents and children • Capability of addressing groups in a intergenerational and multicultural environment • Integrative learning • Critical thinking
Personal and behavioural characteristics, attitudes	<ul style="list-style-type: none"> • Overview of professional development in family literacy field • Joy when working with families • Love for reading • Adaptability • Empathy • Responsibility



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Family literacy facilitator is aware of the importance of family literacy and encourages it at all levels and actively follows the development in the family literacy area. On the basis of the assessment of need of the focus group he or she is able to transform different family literacy models in the local environment. He or she enjoys working with children and their parents and knows the right ways to work and to communicate with them. The level of literacy in families and broader is improving because of his or her work.



Area 2: Pedagogy and andragogy

Knowledge	Basic knowledge of pedagogy:
	<ul style="list-style-type: none"> Principles and current guidelines for teaching of children Pre-school pedagogy with family education and family learning Basic principles of inclusive pedagogy (working with vulnerable groups) Didactics, emphasis on experiential learning The learning process
	Basic knowledge of andragogy:
	<ul style="list-style-type: none"> Principles and current guidelines for teaching adults
Skills	Basic knowledge of psychology:
	<ul style="list-style-type: none"> Developmental psychology Learning and in learning difficulties
Personal and behavioural characteristics, attitudes	<ul style="list-style-type: none"> Active listening Planning educational programs and their implementing Public performance and presentations Understanding the complexity of working with children and adult learners Ability to actively integrate the needs of the targeted group into the learning process Ability to transfer their own experience into the learning environment
	<ul style="list-style-type: none"> Good judgment Good psychophysical condition, mental stability Creativity Flexibility Responsibility Ability to learn Calmness

Family literacy facilitator is able to organize, plan and provide a lesson or a program and know how to keep track and assess the progress of the participants. He or she recognizes their needs and supports and encourages them in learning process. He or she also encourages informal and lifelong learning for participants.



Area 3: Facilitation

Knowledge	Practical knowledge of:
	<ul style="list-style-type: none"> • Knowledge about group formation and group dynamics • Planning group activities • Methods of teamwork • Conflict management
Skills	<ul style="list-style-type: none"> • Active involvement of the participants in the group • Creating an environment of cooperation and trust • Teambuilding • Ability to encourage learners to use the newly learned knowledge • Motivation of the group
Personal and behavioural characteristics, attitudes	<ul style="list-style-type: none"> • Objective judgment • Flexibility • Openness • Attentiveness

Family literacy facilitator guides groups towards their mutual goal and encourages individuals in taking responsibility for their own academic progress. When leading a group he or she is including and connecting all participants while trying to stay neutral. He or she plans group dynamics, creates trustworthy and cooperating environment and motivates.



Area 4: Interpersonal and social relationships

Knowledge	<ul style="list-style-type: none"> • Clear and precise verbal communication • Knowledge and methods about verbal communication strategies • Knowledge about methods and techniques for learning social skills • Multicultural education • Intergenerational support
Skills	<ul style="list-style-type: none"> • Control of different situations • Ability to use different methods and models of social skills • Communication • Listening • Conflict management
Personal and behavioural characteristics, attitude	<ul style="list-style-type: none"> • Giving and receiving aid • Positive attitude • Empathy • Organised

Family literacy facilitator is skilled in interpersonal relations in multicultural and intergenerational environment. He or she is highly motivated to work with families, has positive attitudes and is able to cope with stressful situations.



Area 5: Management

Knowledge	<ul style="list-style-type: none"> • Efficient organization and planning • Design of the vision and strategy of the learning process • Efficient time management • Teamwork • Project work
Skills	<ul style="list-style-type: none"> • Cooperation with the external environment • Efficient search and use of different resources • Recognition of problems and their solution • Ability to identify and/or define organizational goals • Coordination of programs, projects and people • Monitor and evaluation of goals, work results • Strategic thinking • Systemization of processes
Personal and behavioural characteristics, attitudes	<ul style="list-style-type: none"> • Pursuing for a mutual goal • Punctuality • High goals and clear vision • Will and energy • Organisation

Family literacy facilitator is very good organiser, he or she plans the work and time, is able to gather and guide the group while he or she decides on the key objectives of the work by himself or herself. In searching and using the resources he or she is very autonomous and is able to use appropriate strategies for leading and decision-making.



Area 6: Personal growth

Knowledge	<ul style="list-style-type: none"> • Different forms of and environments for lifelong learning • Methods of self-reflection and self-evaluation • Relaxation techniques and methods for dealing with stress • Psychology (self-perception and perception of others, as well as body language and self-representation) • Knowledge from the field of own personal growth specificities and limitations • Knowledge of different coping strategies related for stressful situations
Skills	<ul style="list-style-type: none"> • Assessment of their own limitations • Assessment of their own learning needs • Acquiring of needed strategies for verbal and non-verbal communication • Training self-confidence, authenticity and natural response • Separating personal life from the professional • Critical assessment of their own career development • Ability to switch flexibly between different target groups, topics and teaching-learning contexts • Ability to set goals • Ability to accept and respond to constructive criticism • Ability to manage negative emotions
Personal and behavioural characteristics, attitudes	<ul style="list-style-type: none"> • The desire and the need for continuous learning • Managing stressful situations in efficient way • Good communication abilities • Openness/extroversion • Respectfulness • Kindness • Confidence/trustfulness • Patience • Tolerance • Credibility/trustworthiness • Casualness/easiness



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Family literacy facilitator knows how to recognize his or her own learning needs and is able to assess his or her professional development. He or she uses self-evaluation and self-reflexion methods and is able to draw the line between the personal and work life. He or she is able to achieve set goals and is organized and has an overview over his or her work as well as work of others.



CONCLUSION

On the second stage of Family Literacy Works! project we used theoretically analytical and empirical approach to design the occupational profile of the family literacy facilitator with a competence approach.

Competence profile is mostly understood as a set of intertwined competences that are directly related to success and efficiency of the execution of particular activities and processes. (Jevšček, 2017)

The area of family literacy is very interdisciplinary and therefore demands a great deal of connecting and practical use of knowledge from various fields from the family literacy facilitator. Moreover, personal qualities and attitudes are important as well.

Family literacy models are geographically and culturally conditioned set in time and therefore depend on social context. For that reason they are ever changing and adaptable, which should also apply to the work of the family literacy facilitator. Therefore we put the work of the family literacy facilitator in a field of education, specifically in the area of lifelong learning.

We designed 6 key competence areas where we identified key competences of the family literacy facilitator:

1. Professional competences

- a) Awareness of the importance of family literacy
- b) Promoting family literacy at all levels, e.g. in the educational system, various age groups,
different social backgrounds etc.
- c) Placement of family literacy models into the local environment
- d) Identifying and assessing needs of families in the local environment
- e) Promoting and encouraging family literacy in different social and cultural environments



2. Pedagogy and andragogy competences

- a) Autonomous development of the implementation plan for the learning lesson and family literacy programs
- b) Monitoring and assessment of progress in individual and group level
- c) Promotion of learning and provision of adequate support
- d) Support and promotion of non-formal and lifelong learning
- e) Transfer of knowledge and experience to the learning process

3. Facilitation competences

- a) Management of teams and work groups
- b) Empowering learners to take responsibility for their own learning and improvement
- c) Encouraging participation/contribution and teamwork
- d) Motivating group members for a mutual goal

4. Interpersonal and social competences

- a) Skillful in interpersonal relationships
- b) Accomplished in an intercultural and/or intergenerational environment
- c) Resilience to stressful situations
- d) Positive attitude
- e) High motivation for working with families

5. Management competences

- a) Effective organization of one's own work and time
- b) Team management
- c) Decision-making autonomy

6. Personal and behavioural competences

- a) Recognizing and managing their own learning needs and goals
- b) Autonomous planning, implementation and evaluation of their own professional role and practice
- c) An overview of one's own work and work of others



- d) Establish and manage their own learning goals
- e) Be committed to and manage their professional development
- f) Assuming responsibility for the decisions taken in different situations
- g) Ability to cope with constructive criticism

RECOMMENDATIONS

- Our questionnaire has shown that in general (professional) public the term family literacy is not particularly recognized and understood. The work of the family literacy facilitator would therefore include the promotion and raising awareness on the importance of family literacy not just for parents but also for the general public.
- Regarding different types of facilitators that have already been trained in specific fields, the most suitable way to further educate them in family literacy is through specific modules that correspond to key competence areas.
- Regarding importance of personal qualities or personal competences we suggest that candidates for the family literacy facilitator trainings begin their training with the interview in order to assess their adequacy for the training program.
- Before and after the educational program we suggest implementing a second similar/adjusted questionnaire for candidates in order to improve the training program.



APPENDIX: OCCUPATIONAL PROFILE OF FAMILY LITERACY FACILITATOR EMBEDDED IN THE EUROPEAN QUALIFICATION FRAMEWORK EUROPEAN QUALIFICATION FRAMEWORK

The European qualification Framework was designed as the reference point for different national systems and qualification frameworks in Europe. It simplifies conversion and comparison of qualifications between countries. At the same time it promotes geographical and occupational mobility and lifelong learning, it concerns all kinds of education, trainings and qualifications. In this context it is considered a meta-framework. EQF defines 8 reference levels, from basic to specialized one. Each level is described using descriptors that illustrate learning outcomes for the specific level. Descriptors are distinguished on a basis of: knowledge (theoretical and factual), skills (cognitive and practical) and competences (responsibility and autonomy).

Regarding the extent of knowledge and skills that family literacy facilitators use in their work and the double role that they have, the profession of family literacy facilitator is stationed between 5th and 6th reference level/Level 5 and 6 of European qualification framework. When the family literacy facilitator plays just one role, i.e. delivery of family literacy programs, the 4th reference level/Level 4 of EQF suffices.

OCCUPATIONAL PROFILE OF FAMILY LITERACY FACILITATOR IN THE EQF;
QUALIFICATION LEVEL 5

	KNOWLEDGE	SKILLS	COMPETENCE
Level 5. EQF	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.	Exercise management and supervision in contexts of work or study activities where there is unpredictable change; review and develop performance of self and others.
Professional area of Family Literacy	<p>Knowledge of different models and practices of family literacy</p> <p>Knowledge of complexity of literacy and different types of literacy in the family and in school</p> <p>Knowledge about development of literacy in children and in adults</p> <p>Knowledge of methods for teaching family literacy</p> <p>Understanding of family dynamics</p>	<p>Specific skills when addressing adult learning</p> <p>Be capable to communicate with parents and children</p> <p>Be able to work with groups in a multi-generational and multicultural environment</p> <p>Trans disciplinary use of knowledge</p>	<p>Awareness of the importance of family literacy</p> <p>Promoting family literacy at all levels</p> <p>Placement of family literacy models into the local environment</p> <p>Identifying and assessing needs of families in the local environment</p>



	KNOWLEDGE	SKILLS	COMPETENCE
Level 5. EQF	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 developing creative solutions to abstract problems.	Exercise management and supervision in contexts Of work or study activities where there is unpredictable change; review and develop performance of self and others.
Pedagogy and andragogy area	<p>basic knowledge of principles and current guidelines for teaching of children</p> <p>Pre-school pedagogy with family education and family learning</p> <p>Basic principles of inclusive pedagogy (working with vulnerable groups)</p> <p>Basic knowledge of didactics, emphasis on experiential learning</p> <p>Basic principles of teaching adults</p> <p>Basic knowledge of developmental psychology</p> <p>Basics of learning and learning difficulties</p>	<p>Active listening</p> <p>Planning educational programs and their realization</p> <p>Public performance and presentations</p> <p>Understanding the complexity of working with children and adult learners</p> <p>Ability to actively integrate the needs of the targeted group into the learning process</p> <p>Ability to transfer their own experience into the learning environment</p>	<p>Autonomous development of the implementation plan for the learning lesson and family literacy programs</p> <p>Supervision and assessment of progress in individual and group level</p> <p>Promotion of learning and provision of adequate support</p>



	KNOWLEDGE	SKILLS	COMPETENCE
Level 5. EQF	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.	Exercise management and supervision in contexts of work or study activities where there is unpredictable change; review and develop performance of self and others.
Facilitation area	<p>Knowledge of group formation, group dynamics</p> <p>Planning group activities</p> <p>Different methods of teamwork</p>	<p>Teambuilding</p> <p>Active involvement of the participants in the group</p> <p>Creating an environment of cooperation and trust</p>	<p>Motivating group members for a mutual goal</p> <p>Managing groups</p>
Interpersonal and social area	<p>Clear and precise verbal communication</p> <p>Methods and techniques of learning social skills</p> <p>Intercultural education</p> <p>Intergenerational support</p>	<p>Capability to solve conflict situation</p> <p>Ability to listen</p> <p>Ability to manage different situations</p> <p>Ability to communicate</p>	<p>Skilful in interpersonal relationships</p> <p>Resilience to stressful situations</p> <p>Accomplished in an intercultural and/or intergenerational environment</p> <p>Positive attitude</p>
Management area	<p>Organising and work planning</p> <p>Time management</p> <p>Team work</p> <p>Project work</p>	<p>Cooperation with the external environment</p> <p>To find and use various resources</p> <p>To recognize problems and to find solution</p>	<p>Effective organization of one's own work and time</p> <p>Formulation and management of the team/team management</p>



	KNOWLEDGE	SKILLS	COMPETENCE
Level 5. EQF	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.	Exercise management and supervision in contexts of work or study activities where there is unpredictable change; review and develop performance of self and others
Personal competence area	<p>Proficiency in methods of self-reflection and self-evaluation</p> <p>Different types of creativity techniques</p> <p>Relaxation techniques and methods for dealing with stress</p> <p>Psychological knowledge of self-perception and perception by others, as well as body language and self-representation</p>	<p>Are able to assess their own limitations</p> <p>Are able to assess their learning needs</p> <p>Are acquiring the needed strategies of verbal and non-verbal communication</p> <p>Training their own self-confidence, authenticity and natural response</p> <p>Are able to separate their personal life from the professional life</p>	<p>Recognizing and managing their own learning needs and goals</p> <p>Autonomous planning, implementation and evaluation of one's professional role</p> <p>An overview of one's own work and work of others</p> <p>Establish and manage their own learning goals</p>

OCCUPATIONAL PROFILE OF FAMILY LITERACY FACILITATOR IN THE EQF;
QUALIFICATION LEVEL 6

	KNOWLEDGE	SKILLS	COMPETENCE
Level 6 EQF	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.	Manage complex technical or professional activities or projects, taking responsibility for decision-making in unpredictable work or study contexts; take responsibility for managing professional development of individuals and groups.
Professional area of Family Literacy	<p>Broad knowledge of different models and practices of family literacy</p> <p>Solid knowledge and understanding of social and cultural environment of the family</p> <p>Knowledge of new information technologies</p> <p>Knowing the methods for identifying the needs of the local and broader community</p>	<p>Specific skills when addressing adult learning</p> <p>Efficient communication methods when interacting with parents and children</p> <p>Capability of addressing groups in a multi-generational and multicultural environment</p> <p>Trans disciplinary use of knowledge</p> <p>Critical assessment</p>	<p>Identifying and assessing needs of families in the local environment</p> <p>Placement of family literacy models into the local environment</p> <p>Promoting and encouraging family literacy in different social and cultural environments</p>



	KNOWLEDGE	SKILLS	COMPETENCE
Level 6 EQF	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.	Manage complex technical or professional activities or projects, taking responsibility for decision-making in unpredictable work or study contexts; take responsibility for managing professional development of individuals and groups.
Pedagogy and andragogy area	<p>Proficient knowledge of principles and current guidelines for teaching of children</p> <p>Pre-school pedagogy with family education and family learning</p> <p>Advanced principles of inclusive pedagogy (working with vulnerable groups)</p> <p>Advanced knowledge of didactics, emphasis on experiential learning</p> <p>Advanced knowledge on principles of teaching adults</p> <p>Basic knowledge of developmental psychology</p> <p>Advanced knowledge of learning and in learning difficulties</p>	<p>Active listening</p> <p>Planning educational programs and their realization</p> <p>Public performance and presentations</p> <p>Understanding the complexity of working with children and adult learners</p> <p>Ability to actively integrate the needs of the targeted group into the learning process</p> <p>Ability to transfer their own experience into the learning environment</p>	<p>Autonomous development of the implementations plan for the learning Lesson and family literacy programmes</p> <p>Transfer of knowledge and experiences to the learning process</p> <p>Promotion of learning and provision of adequate support</p> <p>Supporting and promoting non-formal and lifelong learning</p>



	KNOWLEDGE	SKILLS	COMPETENCE
Level 6 EQF	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.	Manage complex technical or professional activities or projects, taking responsibility for decision-making in unpredictable work or study contexts; take responsibility for managing professional development of individuals and groups.
Competence area for the facilitator	<p>Proficient knowledge about group formation and group dynamics</p> <p>Planning group activities</p> <p>Methods of teamwork</p> <p>Methods for conflict resolution/conflict management</p>	<p>Active involvement of the participants in the group</p> <p>Creating/forming an environment of cooperation and trust</p> <p>Integration of the group</p> <p>Ability to encourage learners to use the newly learned knowledge</p>	<p>Encouraging participation/contribution and teamwork</p> <p>Empowering learners to take responsibility for their own learning and improvement</p>
Interpersonal and social competence area	<p>Clear and precise verbal communication</p> <p>Proficient knowledge about verbal communication strategies</p> <p>Proficient knowledge about methods and techniques for learning social skills</p> <p>Intercultural education</p> <p>Trans-generational support</p> <p>Basic knowledge of mediation</p>	<p>Facility different situations- / facilitation of different roles</p> <p>Ability to use different methods and models of social skills</p> <p>Communication</p> <p>Listening</p> <p>Conflict management</p>	<p>High motivation for working with families</p> <p>Accomplished in an intercultural and/or intergenerational environment</p>



	KNOWLEDGE	SKILLS	COMPETENCE
Level 6 EQF	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.	Manage complex technical or professional activities or projects, taking responsibility for decision-making in unpredictable work or study contexts; take responsibility for managing professional development of individuals and groups.
Management competence area	<p>Efficient organization and planning</p> <p>Design of the vision and strategy of the learning process</p> <p>Efficient time management</p> <p>Team work</p> <p>Project work</p>	<p>Cooperation with the external environment</p> <p>Efficient search and use of different resources</p> <p>Recognition of problems and their resolution</p> <p>Ability to identify/define organizational goals</p> <p>Coordination of programs / projects / people</p> <p>Monitor and evaluation of goals, work results</p> <p>Strategic thinking</p>	<p>Decision-making autonomy</p> <p>Formulation and management of the team</p>



	KNOWLEDGE	SKILLS	COMPETENCE
Level 6 EQF	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.	Manage complex technical or professional activities or projects, taking responsibility for decision-making in unpredictable work or study contexts; take responsibility for managing professional development of individuals and groups.
Personal competence area	<p>Knowledge from the field of own personal growth specificities and limitations</p> <p>Knowledge of different coping strategies related for stressful situations</p>	<p>Critical assessment of their own career development</p> <p>Ability to switch flexibly between different target groups, topics and teaching-learning contexts</p> <p>Ability to set goals</p> <p>Ability to accept and respond to constructive criticism</p> <p>Ability to manage negative emotions</p>	<p>Be committed to and manage their own professional development</p> <p>Assuming responsibility for the decisions taken in different situations</p> <p>Ability to cope with constructive criticism</p>



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ATTACHMENT 1: RESULTS OF FIRST WORKSHOP, PROJECT MEETING, 6TH MAY 2017
IN KRANJ

PERSONAL AND BEHAVIOURAL CHARACTERISTICS	ATTITUDE (BELIEFS, VALUES, INTERESTS, MOTIFS)	KNOWLEDGE	SKILLS
to be calm	moral person	how to use and find resources	
to smile	love for teaching, reading, working with children	presentations skills	
sense of humour	patient, communicative	communicative skills	
conflict solving	wish for improving the literacy situation	to support the group	
to be positive	to be motivated	to organize	
tolerance	learning	to manage	
to be on time	(self) lifelong learning	to work in team	
patience	family values	to make scenarios, plans of activity	
stress and physical resistance	collaboration	pedagogical skills	
ability to connect generations	respect	conflict management	
ability to solve problems	open mind	knowledge of family literacy	
positive	tolerance	good management skills (planning, organizing ...)	
open-minded	empathy	interpersonal and conflict ... skills	
intelligent	likes to help	ability to find proper partners	
flexible	integrity	to establish profitable partnerships	
quick in solving problems	contribution to the progress of local community	ability to cooperate with other professionals	
effective work	willingness to work with children, to help others	high knowledge level	
trust in her/his goals and work	support the educational process	good communicator - communication skills	
good psychologist	stimulation of reading / learning in families	ability to work with different age groups	
patience	support families in need	social worker with his/her professional skills	
creativity	confidence in the final result	specific approaches to target group	
emotional intelligence	cooperation	knowing the needs of target groups by age and social background	
ability to listen		teacher / teaching skills / communication skills / organization skills / teaching parents skills / motivation skills	



PERSONAL AND BEHAVIOURAL CHARACTERISTICS	ATTITUDE (BELIEFS, VALUES, INTERESTS, MOTIFS)	KNOWLEDGE	SKILLS
adoptability		psychology, if needed: to help emotional literacy, emotional behaviour, social inclusion in schools for specific target group	
effectivity		national language teachers, librarians: encourage reading among children and adults	
involvement		to be able to rise the love for books	
to have interest in different fields		organizations skills	
		patient, calm person	
		knowledge about: needs of groups, subjects of the activities, where to find help/info to organize activities	
		information / digital / media literacy	
		creativity by work	
		skills for working in multicultural environment	
		working with groups, organizational skills	
		management skills	
		systematic work	
		child psychology	
		adult psychology	
		parenting knowledge	
		stress management	
		organizing skills	
		time management	
		good communication	
		strong knowledge on the subject	
		creativity	
		multitasking	
		adaptability	


 ATTACHMENT 2: RESULTS OF SECOND WORKSHOP, PROJECT MEETING OF
 WORKING GROUP, 24TH MAY 2017 IN LJUBLJANA

PERSONAL AND BEHAVIOURAL CHARACTERISTICS	ATTITUDE (BELIEFS, VALUES, INTERESTS, MOTIFS)	KNOWLEDGE	SKILLS
empathy	lifelong learning as a value	work with children and parents	
to be communicative	respect for privacy	ability for dynamic work	
flexibility	family as a value	multitasking	
open-minded	desire to teach	team work	
motivation	acceptance of cultural differences	good knowledge of family and family dynamics	
to be innovative	extensive knowledge	knowledge of literature	
creativity	lifelong learning	knowledge of pedagogy	
autonomy	development of imagination	knowledge of andragogy	
sensibility	love for reading and fairy tales	knowledge of developmental psychology of children and adults	
reliability	love for children, people and knowledge	ability to work with different institutions	
confidentiality	critical thinking	readiness for challenges	
to be energetic	respect for family life	ability to perform	
respect		rhetorical skills	
kindness		knowledge of native language	
articulate speech		how to access information	
willingness to work with children			
charm			
to have a sense of humour			
to be systematic			



ATTACHMENT 3: SURVEY QUESTIONNAIRE

OCCUPATIONAL PROFILE FOR FAMILY LITERACY FACILITATOR

Questionnaire

Piloting document in the Family *Literacy Works!* project

As part of the project *Family Literacy Works!* The project group of MKK cooperating with colleagues from Ljubljana prepared the document on Occupational profile of the family literacy facilitator (hereinafter FL facilitator) and the core competences. Therefore we are kindly asking you to fulfil the questionnaire (10 questions) that focuses on the work and competences of FL facilitator. We would like to thank you for your cooperation in advance.

Introductory questions:

1. What is family literacy?

2. Why are family literacy programmes important?

3. Which personal qualities are key for the FL facilitator? (no more than 3)

4. What skills and knowledge must the FL facilitator possess?(no more than 3)

Valuation of personal characteristics

5. How important are the following personal qualities for FL facilitator:

(1 – Unimportant, 2 – less important, 3 – important, 4 – very important)

Patience, tolerance	1	2	3	4
Creativity, innovativeness, effectiveness	1	2	3	4
Accuracy, precision, reliability	1	2	3	4
Systematics	1	2	3	4
Respect, kindness, confidentiality	1	2	3	4
Communicativeness, openness	1	2	3	4
Autonomy	1	2	3	4



Valuation of knowledge

6. What knowledge is important for the FL facilitator:

(1 – Unimportant, 2 – less important, 3 – important, 4 – very important)

Knowledge about developmental psychology	1	2	3	4
Pedagogy and andragogy knowledge	1	2	3	4
Good awareness of native language	1	2	3	4
Knowledge of foreign languages	1	2	3	4
Familiarity with domestic and foreign children's and youth literature	1	2	3	4
Knowledge of different literacy	1	2	3	4
Familiarity with needs of the focus group	1	2	3	4

Valuation of skills

7. How important are the following skills for FL facilitator:

(1 – unimportant, 2 – less important, 3 – important, 4 – very important)

Teamwork	1	2	3	4
Organisation skills	1	2	3	4
Multitasking	1	2	3	4
Planning and examination of the activities	1	2	3	4
Ability to adapt to the group (Multicultural / intergenerational)	1	2	3	4
Ability to motivate the group	1	2	3	4
Good communication and rhetoric	1	2	3	4
Interpersonal conflict skills	1	2	3	4
Leadership/management skills	1	2	3	4
Ability to cooperate and connect with experts from other fields or with other institutions	1	2	3	4
Ability of dynamic work	1	2	3	4

