



COURSE DESCRIPTION

Basic Competencies for Adult Educators

Adult learners aren't just older students. This week helps you choose a teaching method against a named barrier and a named motivation, using a European list of adult-educator competences as a mirror.

DURATION 5 days · 25 hours	LANGUAGE English (B1+)	GROUP SIZE Max 20 participants
DAILY SCHEDULE 09:30–15:00 Monday to Friday, with a break for lunch	CERTIFICATE Attendance + Europass Mobility	
AUDIENCE Adult-education and VET staff, and school staff at all levels who teach adults No specific prerequisites — open to all teachers and school staff.		
COURSE CENTRES Antalya · İstanbul · İzmir · Mersin · Budapest · Bremen · Rome Dates and cities of the scheduled sessions are listed on the course page.		

01 Overview

Adult learners aren't just older students. They arrive with existing careers, existing failures with formal education, and existing reasons to walk out of a room that feels like school — which is exactly why a general “good teaching” course doesn't automatically transfer to adult education.

In 2010 a study funded by the European Commission proposed a set of key competences for adult learning professionals, for Member States to use on a voluntary basis. This week uses that set as a mirror for your own practice: you choose a teaching method against a named barrier and a named motivation, rather than out of habit.

- Monday — you meet the 2010 competence set and place your own work on it: which competences you use daily, which rarely.
- Tuesday — you read four adult-learning theories (behaviourism, cognitivism, constructivism, transformative learning) beside the barriers and motivations of three invented adult learners, and choose one to design for.
- Wednesday — you work on communication and on groups whose members differ in age, background and experience, and practise a difficult moment in a role-play.
- Thursday — you choose a teaching method for your learner and redesign one of your own sessions around it.
- Friday — you try ten minutes of the redesigned session on colleagues, get feedback, and plan your first change back home.

The week ends with one redesigned session for your own adult learners, with the barrier, the motivation and the method written down side by side.

02 Course description

The 2010 study proposes seven generic competences for anyone working in adult learning (reflecting on your own practice, communicating and collaborating, taking responsibility for the institution, subject expertise, using different learning methods, motivating learners, and working with groups that differ) and further specific ones for people working directly in the learning process, such as assessing what learners need, choosing methods and evaluating whether the learning worked. It is a proposal for voluntary use, not a certificate or a rule. The week uses the competences most connected to teaching as a way to look at your own practice.

Behaviourism, cognitivism, constructivism and transformative learning are taught as adult-learning theories in their own right, each with a classroom example, not as the content of the 2010 study. On Tuesday they are set beside three invented adult learners: a returner who remembers school badly, a newcomer working shifts, and a retired learner who dislikes tests. Each has a barrier and a motivation, and choosing a theory that helps you read one of them is the first step to choosing a method.

Wednesday moves from the individual learner to the group: how you speak to adults so that a session does not feel like school, how the same instruction is read differently by people from different backgrounds, and what to do in a difficult moment. Thursday turns the week into a method: you compare two methods against simple criteria and redesign one of your own sessions. On Friday you try ten minutes of it on colleagues.

Everything is done on paper and in the room; no software is needed, and nobody brings a real learner's details, because the learner profiles are invented. The week suits adult-education staff, and school or vocational staff who also teach adults, for example in evening classes, parent programmes and second-chance courses. Teaching inside a prison, or supporting release and reintegration, is covered in Second-Chance Education: Prison, Release and After; this week is about the general method.

03 Learning outcomes

- 01 Read a group of adult learners through four adult-learning theories (behaviourism, cognitivism, constructivism and transformative learning) and use them to explain a barrier and a motivation.
- 02 Use communication strategies to manage group dynamics in adult learning settings.
- 03 Select and apply a teaching method suited to an adult learner's barrier and motivation, and redesign one of your own sessions around it.
- 04 Support adult learners to take an active, responsible part in their own learning.
- 05 Place your own practice on the 2010 competence set and choose one competence to work on next.

04 Methodology

Role-Play and Practical Application

You practise a difficult moment in an adult group and try your redesigned session on colleagues, who play the learners.

Group Work and Invented Learner Cases

Group work, experience sharing and workshop sessions are built around three invented adult-learner profiles, so nobody has to share a real learner's details.

Culturally Grounded Learning

Content and methods are examined in cultural context, helping trainers adapt what they learn to their own setting.

Day 1

Adult Education and the 2010 Competence Set

- **Icebreaker:** in pairs, describe the last time you were the student in a room and what made you want to stay or leave; the group lists what helped
 - Course introduction and sharing expectations
 - The Key Competences for Adult Learning Professionals proposed in 2010 (Research voor Beleid, with Glasgow, Thessaloniki and Leiden universities): seven generic competences and six specific ones for work in the learning process
 - **Placing your own work on the set:** which competences you use daily, which rarely, which you want to grow
 - **Institution introductions:** participants describe their workplaces and the adults they teach
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Day 2

Adult Learning Principles and Theories

- **Warm-up:** write one reason an adult might leave a course; the group sorts the reasons into barriers and motivations
 - **Adult learning theories:** behaviourism, cognitivism, constructivism and transformative learning, each with a classroom example
 - **Three invented adult learners:** each group chooses one and writes their barrier and their motivation
 - Motivation and barriers (the 2010 set's "being a motivator"): which theory helps you read your learner, and what helps adults take an active part in their own learning
 - **Group work:** practical applications of theoretical knowledge to your chosen learner
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Day 3

Communication and Group Dynamics

- **Warm-up:** give the same instruction to a partner twice, once so it sounds like school and once as one adult to another
 - Fundamentals of communication and communication strategies for learning groups (the 2010 set's "communicator, team player")
 - Groups whose members differ in age, background and experience (the 2010 set's "dealing with heterogeneity and groups"): how the same instruction is read differently in different countries and education systems
 - **Role-playing:** a difficult moment in an adult group (a late arrival, a dominant speaker, a silent learner), with colleagues playing the learners
 - Adding to your learner's page what you would say and do
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Day 4

Choosing and Redesigning Methods

- Overview and selection criteria of adult education methods (the 2010 set's "designing the learning process"): does it fit the barrier, respect the learner's experience and fit the time
- **Group work:** try two methods briefly and compare them against the criteria
- **Individual and group-based learning methods:** what each asks of the learner
- Redesign one of your own sessions for your chosen learner: barrier, motivation, theory and method written side by side

Day 5

Practical Application and Certificate Ceremony

- Ten-minute trial of your redesigned session on colleagues, in small groups
- **Feedback in each group:** one thing that worked, one thing to try
- **Your next step:** one competence to work on, one change to make first, and what you can do alone, with a colleague or must ask your organisation for
- General assessment and feedback on the course
- Certificate ceremony and closing speech

PLEASE NOTE

Sessions run from 09:30 to 15:00, Monday to Friday, with a break for lunch. Timings can shift a little to suit the venue and the group.

Course activities and content may vary depending on participants' needs and the trainer leading the session; any changes are at the trainer's discretion. If there is a specific topic you would like included, please let us know — content-related requests must reach us at least 3 weeks before the course start date so we can confirm them in time.

06 Materials

- Worked on during the week: a competence self-placement sheet, three invented adult-learner profiles, and a session redesign sheet with a peer-feedback form, together with the session plans that participants produce during the course. Everything works on paper; no software is needed.

07 How to prepare

- Nothing needs to be prepared in advance. On Day 4 you redesign one of your own sessions, so it helps to think of one session you teach.
- No laptop is needed: everything in the week works on paper.

08 After the course

- Participants will receive their Certificate of Attendance and the co-signed Europass Mobility document.
- Participants will complete a general course evaluation and event survey.
- Participants will receive course materials, videos, photos, and PDF documents in both digital and print formats.
- Follow-up support: self-evaluation materials are provided. Depending on the group, an email group may be set up so that participants can keep exchanging ideas.

09 Why this is Erasmus+ eligible

Adult learners arrive carrying the reason they left the last classroom, and the Erasmus+ Programme Guide names them where it sets out the barriers its inclusion priority exists to address: "Individuals struggling to perform in education and training systems for various reasons, early school-leavers, NEETs (people not in education, employment or training) and low-skilled adults may face barriers" (Erasmus+ Programme Guide 2026, Part A – Priorities of the Erasmus+ Programme, p. 7). The Guide adds that those difficulties "mostly result from educational systems which create structural limitations".

This week equips the professional who meets these learners, using the Key Competences for Adult Learning Professionals proposed in a study the European Commission funded in 2010, so that a teaching method is chosen against a named barrier and a named motivation rather than out of habit.

10 What the course fee covers

INCLUDED IN THE COURSE FEE

- 25 hours of training and course materials
- Certificate of Attendance + Europass support
- On-site local support throughout the week

ARRANGED SEPARATELY BY THE PARTICIPANT

- Travel to the host city — invitation letter on request
- Accommodation — we share recommended options
- Travel & health insurance

ISSUED BY

Erasmus Mobility Academy

OID E10304561

Cumhuriyet Mah. 1637 Sk. Yaşar Şahin Apt. No:3/2

Yenişehir/MERSİN

info@erasmusmobilityacademy.com

+90 530 319 40 65

COURSE PAGE

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ABOUT ERASMUS MOBILITY ACADEMY

Erasmus Mobility Academy (OID: E10304561) is an Erasmus+ training provider offering professional development courses for educators, school staff and youth workers across Europe. Our courses are designed for international mobility — open to participants travelling from a country other than the host country — and support schools in building lasting institutional capacity. We provide structured learning, logistical guidance and certification with Europass.