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Togtokhmaa Zagir

Professional identity and competences of adult learning facilitators: Perspectives from Mongolian non-formal adult education

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EÖTVÖS LORÁND UNIVERSITY
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Togtokhmaa Zagir

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Doctoral School of Education
Head of the doctoral school: DSc. habil. Anikó Zsolnai

Adult learning and education programme
Head of the doctoral programme:
Dr. habil. Imola Csehné Papp

Topic supervisor:
Dr. Helga Dorner

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This work is dedicated to all practitioners
in the non-formal education field of Mongolia.

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LIST OF ACRONYMS

ALE	Adult Learning and Education
ALFs	Adult Learning Facilitators
CONFINTEA	International Conference on Adult Education
EU	European Union
MECS	Ministry of Education, Culture and Science (Mongolia)
MES	Ministry of Education and Science (Mongolia)
MECSS	Ministry of Education, Culture, Science and Sport (Mongolia)
NCLE	National Centre for Lifelong Education (Mongolia)
NFDE	National Centre for Non-Formal and Distance Education (Mongolia)
NSO	National Statistical Office (Mongolia)
SPSS	Statistical Package for Social Sciences
UN	The United Nations
UNESCO	The United Nations Educational, Scientific and Cultural Organization
UIL	UNESCO Institute for Lifelong Learning

PROFESSIONAL IDENTITY AND COMPETENCES OF ADULT LEARNING FACILITATORS: PERSPECTIVES FROM MONGOLIAN NON-FORMAL ADULT EDUCATION

Abstract

The quality of adult learning and education requires competent adult learning facilitators. For this reason, the professional development of adult learning facilitators should be a priority. However, this has not been systematically addressed in many countries, of which Mongolia is one. Although adult learning facilitators have played a key role in providing educational opportunities for adults, the development of their own professional competences has remained largely unattended to. Nevertheless, with the creation of a pre-service qualification for adult learning facilitators a long-awaited initiative has been launched. With this advance, the question of what knowledge base prospective adult learning facilitators need has been posed. Facilitators' conceptualization of their profession and their identification of necessary competences can constitute professional knowledge. However, little research has been done on the professional knowledge of adult learning facilitators in Mongolia or the practices they use, and the same is true in an international context. This research aims to create a scholarly framework for professional identity and common competences for adult learning facilitators.

The aim of this research is to 1) explore the professional identity of adult learning facilitators based on constructs of self-image, job motivation, tasks, self-esteem and future perspectives, 2) identify common competences to qualify adult learning facilitators; and 3) examine the relationship between professional identity and competences as notions. To accomplish these aims, a mixed methodology design was employed. The research selected five independent lifelong education centres in Ulaanbaatar, Mongolia as main research sites, but involving other independent centres too. A total of 277 participants joined voluntarily.

The research results indicate that professional identity and competences have a whole-part relationship as notions. In other words, professional identity is a whole, and competences are part of it, albeit a core part. Different stakeholders considered all competence domains as relevant to Mongolian adult learning facilitators. These competences were not differentiated by facilitators' different working experiences and adult learners' different educational levels. Thus, the research confirmed existing study

findings that there could be common competences for adult learning facilitators regardless of national, work and cultural contexts. However, there were some considerable differences between facilitators and learners concerning some competences. For instance, adult learners put less emphasis on their own learning needs than their facilitators do. This indicates that adult learners are less likely to perceive and understand the importance of their own learning needs, meaning that adult learning facilitators need to support adults in realizing these needs.

The research also identified four common conceptions of adult learning facilitation, according to which adult learning facilitators are conceptualized. These are 1) a profession in which adult learning needs are key, 2) a profession that transmits essential knowledge and skills to adults, 3) a profession that is challenging because of adult learners' rich life experiences and high expectations; and 4) a profession that is mutually beneficial for both adult learners and facilitators. Furthermore, facilitators defined themselves as professionals using three distinct, yet common features which, namely, 1) adult learning facilitators are qualified professionals in their subject-matter, adult teaching methodologies and communication, 2) adult learning facilitators are professionals who are knowledgeable in multiple fields, and 3) adult learning facilitators are professionals who have certain personal traits including confidence, respect, empathy and supportiveness. These conceptualizations seem to have an impact on their identities.

Furthermore, adult learning facilitators seem to have multiple identities, that is, an identity as a teacher with a transmitting perspective and confidence in the professional tasks they do, an identity as a teacher with a transmitting perspective but with less confidence, and an identity as a mentor with a nurturing perspective and with confidence in their professional tasks. This indicated that adult learning facilitators' self-esteem as professionals is an important aspect of their self-image as professionals. However, many facilitators seem to be less confident because they lack qualifications. This calls for a systematic professionalization process for adult learning facilitators in Mongolia. The findings of this research could therefore be a used to help improve the current state of professional development for adult learning facilitators.

Key words: adult learning facilitator; professional identity; competence; professional development; non-formal adult education; lifelong education centre; Mongolia

PROFESSIONAL IDENTITY AND COMPETENCES OF ADULT LEARNING FACILITATORS: PERSPECTIVES FROM MONGOLIAN NON-FORMAL ADULT EDUCATION

CHAPTER ONE
INTRODUCTION

This chapter presents our scientific rationale of the research. As the research background, we briefly highlight the need for competent adults learning facilitators in order to increase participation in adult learning and improve quality of adult education programmes. The current state of professionalization issues in the international context is also highlighted. Then, in line with international contexts, we provide a detailed description of the Mongolian context of non-formal adult education and the professionals that work in this context. Next, in the problem statement sub-chapter we elaborate our reasoning on why this research was necessary. Then, we justify a theoretical framework for the research, which provides a ground and guide for our quest. Next, we present the research aims, questions and hypotheses which derive from our conceptualization of the theoretical framework. We clarify the operationalized definition of the research key terms, and lastly, we highlight the significance and limitations of the research.

1.1. Research background

By and large, with rapid changes in societies triggered by information, communication and technological advances and other factors, including Covid-19, individuals are expected to learn throughout their lifespan in order to keep abreast with these developments, remain valuable and relevant on the labour market and be active members of society. Acknowledging this, the fourth goal of the Sustainable Development Goals (SDGs) is "to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all" (United Nations, 2018). Consequently, the field of adult learning and education has become a pivotal component of lifelong learning. Adult learning and education have been recognized as not only supporting adult learners' employability, but also serving as a means for disseminating citizenship and democracy education to adults (UNESCO Institute for Lifelong Learning [UIL], 2019) and reaching those who need education most (Midtsundstad, 2019).

It is clear that adult learning and education programmes must be delivered with high quality. The quality of adult learning and education is dependent on competent adult learning facilitators who deliver programmes to target groups. In other words, competent adult learning facilitators can play a vital role in increasing participation in adult learning (von Hippel & Tippelt, 2010) and improving the quality of adult education programmes (UIL, 2013; 2016; 2018; 2019). Mauch et al. (2019) insist, in the final issue of the Journal of Adult Education and Development, that "the quality of ALE [adult learning and education] courses automatically improves if high-quality training is offered to adult educators, by providing pre-service education and training programmes for educators, by requiring educators to have initial qualifications, and by providing in-service education and training programmes for educators" (p. 10). Thus, professional development of adult learning facilitators should be a priority (UNESCO, 1997; 2016; UIL, 2010; 2018).

However, it has not been systematically addressed in many countries (UIL, 2013; 2016) and consequently, the quality of adult learning and education programmes is still an issue. The Belem Framework for Action (UIL, 2010) states that "the lack of professionalization and training opportunities for educators have had a detrimental impact on the quality of adult learning and education provision, as had the impoverished fabric of the learning environment, in terms of equipment, materials and curricula" (p. 13). Similarly, the CONFINTEA VI midterm review (UIL, 2018) stresses that "the lack of training and support for ALE [adult learning education] facilitators and key personnel continues to undermine the quality of programmes" (p. 6). These statements clearly indicate that competent adult learning facilitators are essential for ensuring the quality of adult learning and education programmes. Therefore, adult learning facilitators should be provided with initial and continuing educational opportunities to develop and upgrade their competences continuously. Particularly, as the third global report on adult learning and education (UIL, 2016, p. 57) highlights, these professional development opportunities should also be available for facilitators who work in the field of non-formal education, because they are less likely to receive adequate support when it comes to their professionalization (Paulos, 2015) due to lack of regulations and highly diverse programmes and stakeholders (Lattke & Nuissl, 2008; UIL, 2016).

If we look at the lack of professionalization options for adult learning facilitators worldwide, this tendency can be observed even in the European region where the field of adult learning and education has a long history. For example, the extensive ALPINE

study (Research voor Beleid/PLATO, 2008) revealed that the field of adult learning and education has been characterized by fragmented professional development training for its adult learning facilitators. This finding has been also confirmed by country-specific studies within Europe, for example in Denmark and Sweden (Andersson, Köpsén, Larson & Milana, 2012; Milana & Larson, 2010); Estonia, Latvia, and Lithuania (Gedvilienė, Tūtlys, Likošūniene & Zuzevičiūte, 2018; Jõgi & Gross, 2009); Croatia (Čepić & Mašić, 2016; Kušić, Klapan & Vrcelj, 2015); Portugal (Paulos, 2015); Bulgaria, Cyprus, Greece, and Turkey (Zarifis, 2009); and Bosnia Herzegovina (Avdagic & Tubic, 2019). Przybylska (2008) describes several common pathways (e.g. university level education programmes at bachelors, masters and postgraduate levels, in-service programmes organized by adult education institutions and universities, and ICT-based programmes) to becoming an adult learning facilitator, particularly in the non-vocational European context. However, participation in these programmes is dependent on an individual decision (Buiskool, van Lakerveld & Broek, 2009; Milana & Larson, 2010; Przybylska, 2008; Research voor Beleid/PLATO, 2008). Consequently, professional development of adult learning facilitators has been treated as an individual responsibility even though there should have been regulatory frameworks (Milana & Larson, 2010). Thus, the European Association for the Education of Adults [EAEA] (2006) highlighted the need to offer flexible and adequate pre- and in-service professional development opportunities for adult learning facilitators. But first a competence framework for facilitators needs to be identified, regardless of their sub-fields and statuses, which can guide their professional development opportunities. Thus, there have been a number of international studies that focused on identifying the competence profile for adult learning facilitators, as well as country specific competence-based standards, which we describe in the Chapter Two of this dissertation. European Union countries have been training their adult learning facilitators based on competences identified by those studies and standards (UIL, 2013). One of the latest initiatives is “Curriculum globALE” (Lattke, Popovic & Weickert, 2013), on the basis of which a curriculum framework for adult learning facilitators has been developed to serve as guidance for professional development opportunities in the European context and beyond. This has been an important step since the field lacked high quality curricula and guidelines for its adult learning facilitators (Mauch et al., 2019).

Meanwhile, in the Asia-Pacific region, to which Mongolia belongs, the professionalization of adult learning facilitators has remained an important concern. Less than one out of every two countries in the region requires pre-service qualification for those who teach adults, according to the latest CONFINTEA VI regional review (UIL, 2017). This pre-service qualification has greatly varied from the secondary education qualification to the higher education in teaching diploma (UIL, 2017). However, even though in some countries adult learning facilitators are required to have a teaching specialization, we cannot know whether their teaching preparation courses cover adult learning and teaching content and didactics. Moreover, though countries such as Malaysia and New Zealand have endorsed competence-based standards to qualify adult learning facilitators (UIL, 2017), this approach has not spread in the region. In general, the region lacks the structure and functionality to support professionalization in adult learning facilitators (UIL, 2017). In light of this, the review highlights the importance of professionalization of adult learning facilitators by providing pre- and in-service educational opportunities.

These international and regional reports clearly show that the field of adult learning and education has been struggling to professionalize its personnel, which means the quality of adult education and learning programmes are not always up to standard. In fact, this lack of professionalization means that many adult learning facilitators enter the field without any specialization in adult learning and teaching. This may have a great impact on adult learning facilitators' professional image and status. The same tendency can be observed in Mongolia. In the following part, we elaborate more on the context.

The context of Mongolia: Non-formal adult education

Non-formal adult education, which is used in parallel with formal education, has played an important role in providing continuous and lifelong educational opportunities to adults in Mongolia since 1997. The ultimate aim of non-formal adult education is to support employment and alleviate poverty among adults through eliminating illiteracy, improving educational levels and helping adults to learn life skills (Yembuu, 2019). Although non-formal adult education welcomes all adults to support their continuous learning, it especially targets those who have lower levels of education and fewer skills. Statistics show that even though the education level of Mongolian adults has been

improving in recent decades (Table 1.1), there are still many adults who need this type of educational opportunity.

Table 1.1

Educational level of the Mongolian population aged 15+ (by percent)

Education levels of the population	2000			2010			2020		
	Total	Male	Female	Total	Male	Female	Total	Male	Female
Uneducated	11.6	11.7	11.5	7.5	8.0	6.9	4.9	5.3	4.6
Educated	88.4	88.3	88.5	92.5	92.0	93.1	95.1	94.7	95.4
Primary	23.4	23.8	23.1	15.8	16.6	15.0	13.7	14.6	12.8
Lower secondary	25.1	28.3	22.1	17.9	20.3	15.6	17.1	14.6	12.8
Upper secondary	21.0	19.1	22.8	32.0	32.2	31.9	29.2	30.8	27.7
Vocational & Technical	3.6	3.9	3.4	2.8	3.1	2.6	3.9	4.3	3.4
Specialized diploma	7.6	5.7	9.4	5.7	4.6	6.9	4.7	4.1	5.3
Higher	7.6	7.6	7.7	18.3	15.4	21.2	26.5	21.7	31.1

National Statistical Office [NSO], 2000; 2010; 2020

The latest statistic (NSO, 2020) shows that 4.9% of the total population aged 15 and above is considered uneducated, with men dominating this group. A total of 13.7% of people have only completed primary education, meaning that they need to complete at least lower secondary education in order to acquire any vocational skills. Another 17.1% has acquired lower secondary education, but they still need to have at least some vocational skills to maintain job security. Due to lower levels of education and skills, these groups of adults are at risk of poverty, which clearly shows that non-formal adult educational services are still needed to support them by providing lower and upper secondary education. Furthermore, in spite of substituting the formal education that they have missed out on, in this time adults have to practice lifelong learning regardless of their educational level. Non-formal adult education significantly contributes to meeting this need, and this type of education is still important for adults.

Unfortunately, as in many other countries, Mongolia faces the challenge that participation of less-educated and less-skilled adults in non-formal adult education programmes remains low (Zagir, 2014). The participation of less-educated Mongolian men in non-formal education is lower than women (Zagir, 2014). This has been speculated based on features of participants in non-formal adult education programmes, but it is tough to confirm this statement due to lack of aggregated data on the less-educated adults, which is another challenge of the field. There are a number of reasons for this low participation, but it is safe to say that less-educated adults are likely to avoid learning due to low levels of confidence in their learning ability and low personal

priorities for learning (Zagir, 2014). The cost of education and personal problems are also considered hindrances to their participation in non-formal adult education (Zagir, 2014). We argue that competent adult learning facilitators could significantly contribute to increasing participation in non-formal adult education and lifelong learning programmes. They could also help motivate and support adults who have low self-confidence in their learning abilities and low personal priority for learning. We conducted this research to identify common competences for adult learning facilitators, which they are able to develop and use to motivate and support undereducated and under-skilled adults.

Lifelong education centres as public settings of non-formal adult education

Lifelong education centres serve as public (state) settings for non-formal and lifelong educational opportunities for adults in Mongolia (Ministry of Education and Science [MES], 2013a). Currently, there are 351 lifelong education centres nationwide (National Centre for Lifelong Education [NCLE], 2018). There are two types of such centres, namely, dependent and independent (Table 1.2).

Table 1.2

Lifelong education centres

Areas	Total	Dependent lifelong education centre		Independent lifelong education centre	
		Number	Percentage	Number	Percentage
Rural (21 provinces)	343	329	96.0	14	4.0
Urban (9 districts of Ulaanbaatar)	8	0	0.0	8	100.0
Total	351	329	94.0	22	6.0

NCLE, 2018

The majority of lifelong education centres are dependent centres because they are affiliated with mainly local secondary schools (NCLE, 2018). Most dependent centres have only one adult learning facilitator whose daily activities are supervised by the principal of the affiliated school, and whose salary is allocated from the affiliated school's budget. Dependent centres are also actually located on the premises of the affiliated school and usually share one or two rooms (National Centre for Non-Formal and Distance Education [NFDE], 2012). This type of lifelong education centre usually operates in less-populated areas in the country (Ministry of Education, Culture and Science [MECS], 2010a). The remaining 22 lifelong education centres operate independently from local secondary schools (NFDE, 2012). These centres operate in

more-populated areas including Ulaanbaatar districts and provincial centres (MECS, 2010a). This type of lifelong education centre usually has several staff members (a director, a manager, several adult learning facilitators and other administrative staff) and receives financing directly from the state budget. Some of the independent lifelong education centres have their own premises, while others rent premises from schools or other buildings. Having their own or rented premises other than a school building could be an important factor for attracting adult learners, because a common misconception exists among adults that school is only for children (National Centre for Non-Formal and Distance Education [NFDE], 2009). Consequently, adults seem to feel shy or concerned going to lifelong education centres located on school premises. The independent lifelong education centres have more human, physical, and financial resources so they can offer various types of programmes to adults, which leads to better access to their educational programmes than in the dependent centres.

Non-formal adult education programmes

Six broad types of non-formal adult education programmes are offered to adults: (1) family education programmes; (2) citizenship education programmes; (3) moral education programmes; (4) aesthetic education programmes; (5) life-skills education programmes; and (6) science education programmes (MES, 2013a; The Education law of Mongolia, 2016). *Family education programmes* aim to help citizens gain skills on family planning, creating a pleasant environment for their children to grow up in without harming their physical, emotional and mental health, solving family problems appropriately, preserving their Mongolian heritage, and fulfilling duties and responsibilities as a member of a family, community and the society (MES, 2013a, p. 4). *Citizenship education programmes* aim to help citizens gain skills on understanding traditional and civil social values, participate equally in diverse contexts such as intellectual, family, and social lives, and to work as individuals as well as cooperating with others in ecological, economic, political, and legal contexts (MES, 2013a, p. 4). *Moral education programmes* aim to help citizens gain skills for understanding their own lives as early as possible, identifying appropriate future goals, developing talents and abilities and choosing their professions to improve quality of life, being better in terms of health, communication and morality, being free from addictions, and ensuring their social status as citizens (MES, 2013a, p. 5). *Aesthetic education programmes* aim to help citizens gain skills for understanding interactions between human and natural

lives and common aesthetic concepts, applying those aesthetic concepts in interactions between human and natural lives appropriately, and perceiving and sharing values and aesthetic views of human beings through arts (MES, 2013a, p. 5). *Life-skills education programmes* aim to help citizens gain skills for keeping abreast with developments throughout their lives, developing physical and mental abilities and talents, gaining foundational vocation skills to improve their financial situation, continuously upgrading their professional knowledge and skills, and obtaining literacy and equivalency education at primary and secondary educational levels (MES, 2013a, p. 5). There is no description available for the science education programmes.

Lifelong education centres design, plan and conduct adult education courses based on the reference curriculum suggested by the National Centre for Lifelong Education which is the state agency in charge of non-formal and lifelong education nationwide. Most adult education courses are organized on a short-term basis, especially courses under the family, citizenship, aesthetic, and moral education programmes, which are often only one to two hours long. There are some courses that are often organized on a long-term basis though. For example, literacy, computer, language and other vocation-oriented courses such as sewing and hairdressing courses last approximately 60–120 hours. Moreover, the equivalency training on primary and secondary education under the life skills education programme has a similar duration to formal schools' academic years. Those who have completed the equivalency programme in primary and secondary education receive official certificates if they pass the state examination. Adults who complete the other types of courses do not receive certificates, only attendance certificates, as non-formal adult education focuses more on developing and upgrading skills rather than certifying them.

The current data shows that nearly one million learners participated in all types of non-formal adult education programmes throughout the country between 2014 and 2017, meaning approximately 200,000 learners per year on average (Yembuu, 2019). We should note that most adult education courses are conducted on a short-term basis, so that the number of participants seem to be high. However, the outcomes of these courses are unknown and unmeasured.

The profile of adult education professionals

Background information of professionals in the field of non-formal adult education is presented below (Table 1.3).

Table 1.3

Staff background

	Indicators	Number	Percentage
Total staff		619	100.0
Gender	Female	462	74.6
Age	20–35	290	46.8
	36–55	291	47.0
	<56	38	6.1
Working experiences	>1	23	3.7
	1–5	410	66.2
	6–10	127	20.5
	11–15	38	6.1
	16–20	16	2.5
	<21	5	0.8
Working status	Full-time	566	91.4
	Part-time	53	8.6
Educational level	Higher education	588	95.0
	Vocational education	16	2.5
	Upper secondary education	14	2.3
	Lower secondary education	1	0.1
Occupational status	Administrators	62	10.0
	Other administrative workers	86	14.0
	Adult learning facilitators	471	76.0
Adult learning facilitators	Independent lifelong education centres	143	30.3
	Dependent lifelong education centres	328	69.7

Source: NCLE, 2018

Table 1.3 shows that 619 professionals work for lifelong education centres in the country. 95% have higher education qualifications, and 16.8% of these have master's degrees in their fields. Most staff (66.2%) have 1–5 years of experience working in non-formal adult education. Another 20.5% have 6–10 years of working experience and 3.7% are in their first year in the field. The majority of all staff are female (74.6%). In general, women constitute the majority of education sector staff in Mongolia. Specifically, females make up 76.3% of the total staff in the general education sector (Ministry of Education, Culture, Science and Sport [MECSS], 2019), so it is no surprise that the majority of adult education staff are female.

There are three types of professionals in the field of non-formal adult education:

(1) *Administrators.* They are directors and managers of independent lifelong education centres. Administrators manage and coordinate the daily activities of lifelong education centres and supervise adult learning facilitators and other administrative staff. They are also in charge of professional development activities for their adult learning facilitators (MECS, 2010b). They compose 10% of the total staff in the field.

(2) *Other administrative staff*. Accountants, bookkeepers, assistants and service workers are the other administrative staff. Their main roles are administrative and registry services in the field. They make up 14% of the total staff in the field.

(3) *Adult learning facilitators*. This is the major professional group among the staff in non-formal adult education. Adult learning facilitators are teachers who facilitate adult learning and have direct contact with adult learners. They compose 76% of the total staff in the field. Most of them (69.7%) work at dependent lifelong education centres, while the rest work at independent centres.

Tasks and activities of adult learning facilitators

Adult learning facilitators are responsible for 13 specific tasks and activities that are tied to their main teaching role (MECS, 2010c). We have listed them below since they are important for identifying the adult learning facilitators' competences:

1) Researching the education levels of the population and analysing their educational needs.
2) Delivering trainings based on needs assessments.
3) Using appropriate training content and methodologies.
4) Developing training curricula and creating plans and schedules.
5) Delivering equivalency programmes, as well as courses on literacy and life skills for adults, young people, and specifically those who dropped out of school using appropriate methods.
6) Delivering vocational and job-related training courses.
7) Delivering training courses to help improve people's educational level, to encourage them to participate in creative activities and to provide guidance with collaboration from professional organizations.
8) Preparing teaching-learning materials, developing handbooks and guidelines, and writing and filling out reports and other documents.
9) Creating information and data systems and pleasant and open environments for learning.
10) Implementing authorities' decisions that are relevant to occupational tasks.
11) Developing professional knowledge and skills.
12) Increasing participation among the target population by delivering non-formal and distance educational courses.
13) Cooperating with other organizations and implement projects at local levels.

These tasks and activities can be grouped in three categories: (1) Tasks directly connected to the facilitators' teaching role such as assessing adult learning needs, delivering various training courses using the appropriate content and delivery methods, and developing training programmes and plans; (2) other tasks such as cooperating with other stakeholders, establishing information and data systems, and reporting; and (3) the task of increasing participation in adult learning programmes.

Professional development of adult learning facilitators

Adult learning facilitators, who make up 76% of the total staff in the field, have played a major role in providing non-formal adult educational services. For this reason, their professional development is important. The adult education qualification "teacher specialized in lifelong education" is a pre-service specialization that has been offered by the Lifelong Education Department of the Mongolian National University of Education since 2014 (MES, 2014). The department also aims to provide in-service and graduate programmes for practitioners in the lifelong education sector (Erdenetsetseg, 2019). In the last three years, 26 professionally prepared adult learning facilitators have graduated from the programme (Erdenetsetseg, 2019). This shows that most serving adult learning facilitators do not have specialized qualifications in adult learning and teaching. Rather, many people who trained as a school teacher in specific subjects have been working for lifelong education centres to facilitate courses for adults. The curricula in teacher training universities are completely lacking adult education related content and didactics (Yembuu, Ochirjav, Purevdorj, Raash, & Altangoo, 2009). Even though the pre-service qualification has been established, it has been possible for people to become adult learning facilitators without having a specialization in adult learning and teaching for two reasons: (1) The qualification requirement for becoming an adult learning facilitator is that applicants should have a teaching diploma, but it does not mention a specialization such as in adult learning and teaching; and (2) pre-service programmes dedicated to adult learning facilitators were created just six years ago and as a result, many adult learning facilitators who have no specialization in adult learning and education have been facilitating adult learning processes.

We found that induction programmes for adult learning programmes do not exist in the country. Nevertheless, in-service professional development programmes (or continuous professional development activities) for adult learning facilitators are offered at several different levels, according to relevant policies. At national level, the

National Centre for Lifelong Education is in charge of such courses (The Law on Education, 2016), while at district and provincial level, local education departments are responsible (MES, 2013b) for adult learning facilitators' professional development in their respective jurisdictions. At institutional level, the directors and managers of lifelong education centres are responsible for the continuous professional development of their facilitators (MECS, 2010b). And at individual level, adult learning facilitators are responsible for their own professional development (MECS, 2010c). However, there has been a lack of investment in in-service professional development programmes particularly at the national and provincial levels, meaning the offerings have been inadequate (NFDE, 2012; Yembuu, 2019). Consequently, adult learning facilitators seem to have been entrusted with the responsibility for their own professional development, or rely on institutional support in the country.

1.2. Problem Statement

Competent adult learning facilitators play a significant role in increasing the participation rate of less-educated adults and further improving the quality of non-formal adult educational services (UIL, 2016; 2019; von Hippel & Tippelt, 2010). Individuals becoming competent adult learning facilitators could be definitely be achieved as part of a systematic professionalization process. As we described earlier, the field of non-formal adult education in Mongolia has long been characterized by its unsystematic professionalization process for adult learning facilitators. However, one recent and significant advance in the field was the creation of a dedicated department at the pedagogical university which aims to prepare professional adult learning facilitators from the pre-service level. It is therefore crucial to find what it is that prospective adult learning facilitators are trained and prepared for. For this reason, we need to know how adult learning facilitators act as professionals in given circumstances to efficiently facilitate adult learning processes. Particularly, knowledge on adult learning facilitators' conceptualization of their profession and how they identify the competences they need to perform their professional tasks could help them construct their identities and develop these competences. Sachs (2005, p. 15 as cited in Beauchamp & Thomas, 2009, p. 178) argues that this knowledge "provides a framework for teachers [in our case, adult learning facilitators] to construct their own ideas of 'how to be', 'how to act' and 'how to understand' their work and their place in society". Prospective adult learning facilitators who are able to successfully construct their identities and develop their

competences during their initial education are mentally and psychologically prepared to act as professionals while adhering to professional roles, attitudes, norms and values (Hammerness, Darling-Hammond & Bransford, 2005). Moreover, as argued by Bron and Jarvis (2010), facilitators learn 'the language' that is used within a specific professional community, which gives them a sense of belonging to that professional community. This makes prospective facilitators more committed to their profession (Hammerness, Darling-Hammond & Bransford, 2005). It is worth noting that these knowledge bases are not only helpful for prospective facilitators, but also useful for serving adult learning facilitators. While conceptualizing and interpreting their identities, adult learning facilitators are able to reflect and realize more about their teaching behaviours (Yeung, Craven & Kaur, 2014) and perhaps more importantly adjust and reshape their teaching behaviours as professionals. This enables them to develop and upgrade their competences continuously and also to stay committed to their profession (Schutz, Nichols & Schwenke, 2018). For this reason, it is essential to know how adult learning facilitators understand and interpret themselves as professionals (Jõgi & Gross, 2009; Bierema, 2011).

Little is known about the professional knowledge adult learning facilitators possess because their practices have not been studied enough. Particularly, knowledge about adult learning facilitators as a professional group is lacking, even though they have been recognized as providers of lifelong and non-formal educational opportunities for adults, particularly for the less-educated adults in Mongolia. The professional identity of adult learning facilitators in particular has not been explored to a great extent at international level either, as we found few empirical studies on the topic (cf. Andersson, Köpsén, Larson, & Milana, 2013; Brown, Karmel, & Ye, 2012; Jõgi & Karu, 2017; Maier-Gutheil & Hof, 2011; Milana & Larson, 2010; Rushbrook, Karmel & Bound, 2014) although the role of adult learning and education has been increasing in the era of lifelong learning. In light of this, this research aims to provide new knowledge on the professional identity and common competences of adult learning facilitators in Mongolia. In the next sub-section, we elaborate on why we concentrated on these phenomena as the theoretical base of professional knowledge of adult learning facilitators and how we explored them.

1.3. Research theoretical framework

There have been two distinct approaches in teacher education: A competence-based approach and a humanistic approach (Akkerman & Meijer, 2011). The competence-based approach highlights the need for concrete criteria for good teaching, which serve as the basis of teacher development (Caena, 2011; Meijer, Korthagen & Vasalos, 2009). Criticizing the competence-based approach as too technical, as well as limiting teachers' capacities and creativities, the humanistic approach appears with an argument about the importance of teachers' own reflections on their profession (Caena, 2011; Korthagen, 2004; Meijer, Korthagen & Vasalos, 2009). However, Meijer, Korthagen and Vasalos (2009) proposed a new teacher education approach that combines both professional identity and competence development perspectives. They consider professional identity and competence to be two sides of the same coin, and consequently they should be seen as a confluence rather than prioritized one over the other (Meijer, Korthagen & Vasalos, 2009). In order words, this combined approach emphasizes that teachers need to develop necessary competences that are required for teaching, and they also need to construct their own professional selves as teachers and understand their motivation for being teachers (Meijer, Korthagen & Vasalos, 2009, p. 298). Recently, Yeung, Craven and Kaur (2014) have echoed this idea as well. This statement leads to our inference that professional identity and competence constitute the facilitator professional knowledge base which needs to be realized by any facilitator. Our research rests heavily upon this combined approach authored by Meijer, Korthagen and Vasalos (2009). With the combined approach, we aimed to explore professional identity and identify common competences of adult learning facilitators. Together they constitute the professional knowledge base which can be used in the professional development of adult learning facilitators in Mongolia.

The professional identity of adult learning facilitators

Adult learning professionals lack a unified identity and they are often defined with multiple identities due to the diversity and heterogeneity of adult learning and education (Merriam & Brockett, 2007; Bron & Jarvis, 2008). The lack of a coherent and unified identity creates challenges surrounding the recognition of adult learning professionals and this in turn leads to a fragmented focus on their professionalization (Brown, Karmel, & Ye, 2012; Egetenmeyer & Strauch, 2009; Merriam & Brockett, 2007; Reischmann, 2015).

However, we believe a unified professional identity can be determined by referring to adult learning professionals' specific roles or titles. Course manager, course designer and teacher for adults are some examples of the common roles among adult learning professionals (Milana & Skrypnyk, 2009, p. 13). With this perspective, the professional identity of adult learning facilitators whose role is to teach adults can be described as unified. Furthermore, professional identity can be specified in terms of sub-fields – formal and non-formal – to which adult learning facilitators belong, because each sub-field requires different roles from adult learning facilitators due to their different goals and functions (van Dellen & van der Kamp, 2008). Combining roles and sub-fields, how adult learning facilitators, who have a role for teaching adults and who belong to the non-formal sub-field, conceptualize and interpret themselves as professionals can be an apparent example of the specified, yet unified professional identity among adult learning professionals.

This research focused on the professional identity of adult learning facilitators in the non-formal education field as a 'product' that is constructed at a certain point in time in their careers (Akkerman & Meijer, 2011; Beijaard, Verloop & Vermunt, 2000; Kelchtermans, 2009; 2018). In other words, we would answer the question of "Who are they at this moment?". In doing so, we adopted Kelchtermans's professional self-understanding theory to explore the professional identity of adult learning facilitators. We justified our rationale of why we adopted this particular theory in the Chapter Two of this dissertation, but in the following section we describe the theory.

The professional self-understanding theory (Kelchtermans, 2009)

The theory of professional self-understanding indicates a person's conception of themselves as a teacher. Kelchtermans (2009, p. 261) defines professional identity as the two interlinked notions: 1) understanding one's self at a certain time as a product; and 2) the product resulting from an ongoing process of making sense of one's experiences and their impact on the self. His conceptualization of professional self-understanding is composed of five constructs: self-image; self-esteem; job motivation; tasks; and time perspective (Kelchtermans, 2009, p. 261). *The self-image* is the descriptive component of professional self-understanding (Kelchtermans, 2009, p. 261). This indicates the way teachers describe themselves as teachers. *The self-esteem* component, or the evaluative part of professional self-understanding (Kelchtermans, 2009, p. 262), refers to how teachers perceive and evaluate their professional

performance. The third component is *tasks*, which describes the normative part of professional self-understanding (Kelchtermans, 2009, p. 262). This explains teachers' idea of what their job tasks, activities and duties are. *The job motivation*, or the conative component of professional self-understanding (Kelchtermans, 2009, p. 262), represents the motives that explain why people become teachers and keep working as teachers as well. The final component of professional self-understanding is *the time perspective*, indicating the time part of the theory (Kelchtermans, 2009, p. 263). This refers to teachers' expectations about their professional futures. Kelchtermans (2009; 2018) highlights that these constructs together make up teachers' professional identities, while pointing out that the constructs are interdependent. We explored adult learning facilitators' professional identity in terms of these five constructs collectively, as we believe a comprehensive understanding of adult learning facilitators' professional identity can be produced.

Common competences for adult learning facilitators

As another core part of the professional knowledge base that directs the professionalization of adult learning facilitators, this research focused on identifying common competences that facilitators need to acquire, because standards for teaching have been widely recognized and utilized as a strategy for a profession building and its development (Darling-Hammond, 2017). Though adult learning facilitators' competences develop throughout their careers, it is essential for them to develop necessary competences during the initial formal education. This enables adult learning facilitators to perceive themselves as professionals (Andersson, Köpsén, Larson & Milana, 2012). This perception may have a great impact on how they construct their identities. Thus, in order to enable prospective adult learning facilitators to construct their identities during their initial education, it is important to help them develop the competences they need. Therefore, we need to identify the competence profile for adult learning facilitators as a framework for prospective facilitators. Besides, this profile serves as an important tool for the professional development of people already in the profession too. Moreover, the competence profile for adult learning facilitators can be also used for other purposes, including recruitment and/or appraisal and evaluation processes (Research voor Beleid, 2010; Halász, 2019).

Compared to professional identity, competences for adult learning facilitators have been explored more extensively, but mainly in European countries, due to the

prominence of the competence-based approach in teacher education. Various studies have been published which identify universal competence profiles for adult learning facilitators, as well as country specific competence profiles. These studies could guide our aim of identifying Mongolian adult learning facilitators' competences, because, according to Wahlgren (2016), common competences can exist even though they are dependent on national, cultural and work contexts. Furthermore, although van Dellen and van der Kamp (2008) described different competences for adult learning facilitators in terms of four different sub-fields; namely, vocational, corporate and functional, social and moral, and cultural and art, some common competences could be observed in the sub-fields. Moreover, our analysis of the existing studies on competences of adult learning facilitators, presented in the Chapter Two of this dissertation, shows that there can be some common competences for adult learning facilitators too. These inferences support our aim of identifying the common competences for adult learning facilitators in Mongolia. To do so, this research adopted the concept of key competences modified by van Dellen and van der Kamp (2008) which we present below.

Concept of key competences (van Dellen & van der Kamp, 2008)

The concept of key competences (van Dellen & van der Kamp, 2008), based on the work of Hager and Gonzci (1996) and Kouwenhoven (2003), indicates the main idea that a person's professional key competences should be aligned to key occupational tasks that characterize a profession (Figure 1).

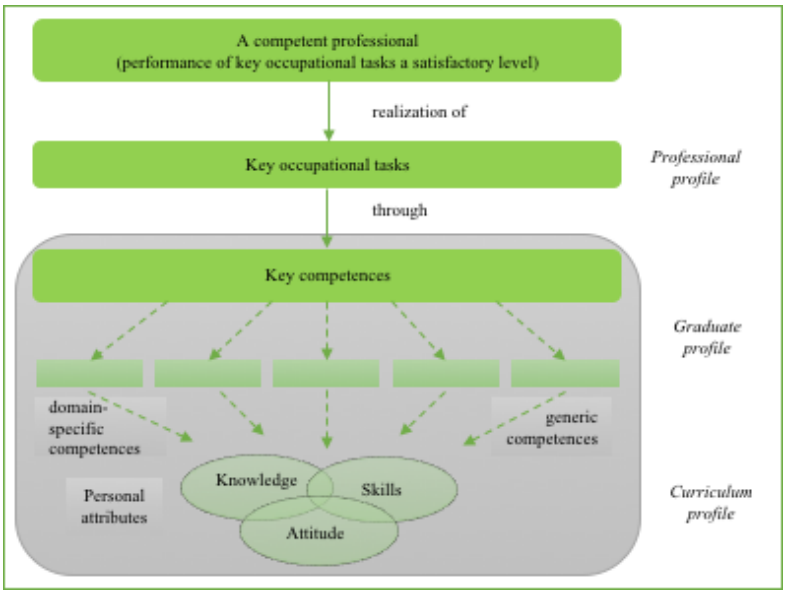

Figure 1. Key competence model that marks key occupational tasks (Dellen & van der Kamp, 2008, p. 68)

Citing Hager and Gonzci (1996), the authors define competence as "the capacity to realize 'up to standard' the key occupational tasks that characterize a profession" (van Dellen & van der Kamp, 2008, p. 68). Any profession comprises of up to 20–30 key occupational tasks, and to perform these key occupational tasks to a satisfactory level, a set of appropriate competences are needed by any professional (van Dellen & van der Kamp, 2008). The set of appropriate competences are referred to as key competences (van Dellen & van der Kamp, 2008). The authors highlight key competences that correspond to key occupational tasks, which should be explored first (van Dellen & van der Kamp, 2008). Later, the key competences need to be split into specific attributes – knowledge, skills and attitudes – at the curriculum level (van Dellen & van der Kamp, 2008). In light of this, we identified common competences of adult learning facilitators corresponding to the tasks and activities they carry out.

The relationship between the adopted theories

As shown in Figure 2, tasks, as a component of professional identity (Kelchtermans, 2009), is linked to common competences, meaning that, to perform professional tasks, it is necessary to identify what kinds of common competences are needed for adult learning facilitators.

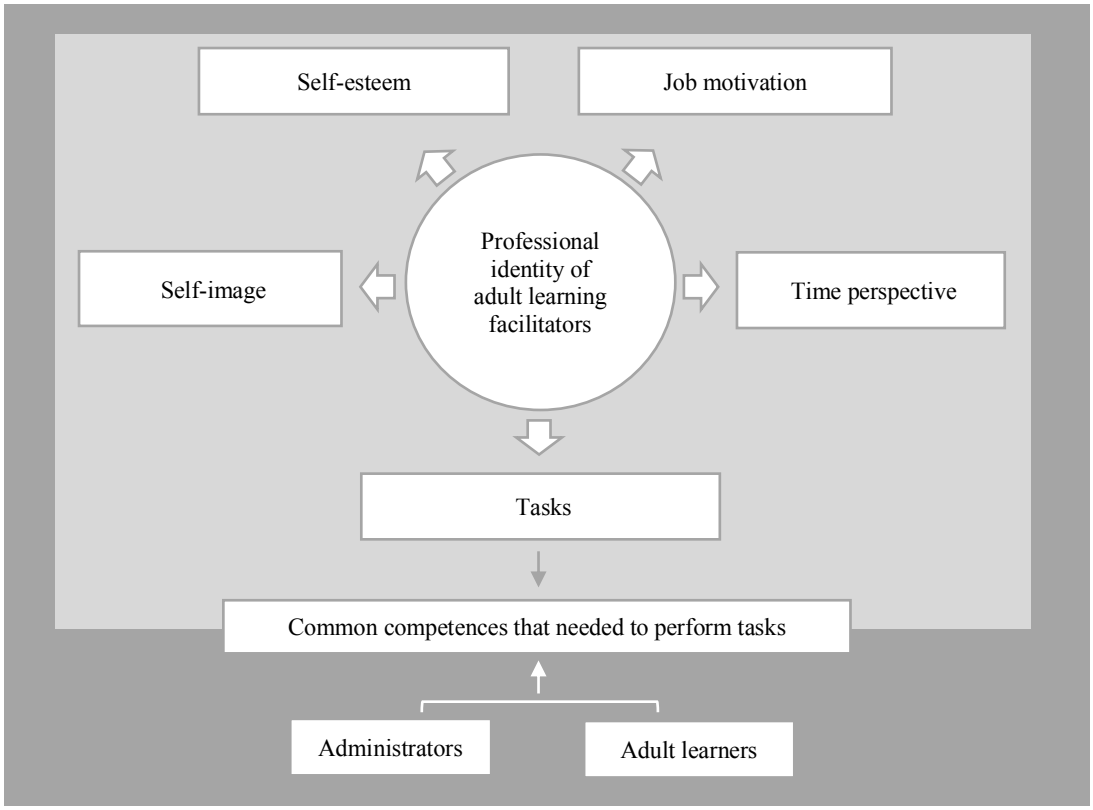

Figure 2. The relationship between the adopted theories

Common competences are identified not only from the viewpoint of adult learning facilitators themselves, but also from the viewpoints of administrators and adult learners. This allows us to create a refined competence profile for adult learning facilitators at lifelong education centres in Mongolia, which are filtered through different stakeholders' opinions.

1.4. Research aims, questions and hypotheses

The research has three main aims: 1) to explore the professional identity of adult learning facilitators; 2) to identify common competences of adult learning facilitators; and 3) to examine the relationship between professional identity and competences.

Within these aims, the research poses the following questions:

1) How do adult learning facilitators at lifelong education centres in Mongolia conceptualize their professional identity?
    1.1. How do they describe themselves as adult learning facilitators?
    1.2. What are reasons for becoming and to keep working as adult learning facilitators?
    1.3. What are the main tasks of adult learning facilitators?
    1.4. How well are they doing in their jobs as adult learning facilitators?
    1.5. How do they see their professional futures?
2) What are common competences for adult learning facilitators at lifelong education centres in Mongolia?
    2.1. What common competences are needed for adult learning facilitators?
    2.2. What are the most important common competences?
    2.3. What common competences do adult learning facilitators already have?
    2.4. How should the competences of adult learning facilitators be developed?
3) How are professional identity and core competences related, if at all?

In line with the research questions, the hypotheses of this research are described below.

1) Adult learning facilitators' teaching approaches are affected by their conceptualization of themselves as adult learning facilitators.
2) More experienced adult learning facilitators tend to use the student-centred approach in teaching adults.

3) Most adult learning facilitators see positive progress of both their professional development trajectories and the profession as a whole.
4) There are different levels of importance for sub-competences in terms of different stakeholders, adult learning facilitators' different working experiences, and their different education levels.
5) Adult learning facilitators' teaching approaches affect how they perceive the level of importance of sub-competences.

1.5. Definition of key terms

The key terms in this research are (1) adult learning facilitator; (2) professional identity, (3) common and core competences; and (4) lifelong education centre. The operational definition of these key terms are as follows.

(1) *Adult learning facilitator:* An adult learning facilitator is defined as a person who facilitates an adult's learning process through having direct contact with the adult in question.
(2) *Professional identity:* Professional identity is defined as how adult learning facilitators conceptualize and interpret themselves as adult learning facilitators in terms of self-image, self-esteem, task, job motivation and time perspective (Kelchtermans, 2009).
(3) *Common and core competences:* Common competences are understood as a set of appropriate competences that are consistent with key occupational tasks (van Dellen & van der Kamp, 2008). Among the common competences, there could be core competences for adult learning facilitators.
(4) *Lifelong education centre:* This is a state educational setting which aims to provide various types of non-formal and lifelong education opportunities to adults in Mongolia (The Education Law of Mongolia, 2016).

1.6. Significance of the research

We highlight the significance of this research in terms of how it contributes to the literature, and the influence it has on adult learning practices.

Contribution to the literature. This research contributed to the literature in two ways. (1) It explores the professional identity of adult learning facilitators using Kelchtermans' (2009) five constructs of a person's professional self-understanding; namely, self-image, self-esteem, job motivation, tasks, and time perspective. We believe

that a person's professional identity may be comprehensively and clearly explored through these five constructs. Moreover, the research utilizes quantitative tools on teaching approaches and teaching self-efficacy to support our exploration of adult learning facilitators' professional identity. With this perspective, the research extends the existing findings on professional identity of adult learning facilitators who lack unified identities due to its diverse field. (2) The research involves relevant stakeholders in adult learning and teaching processes (namely, adult learning facilitators, their administrators and adult learners) when identifying common competences for adult learning facilitators. Existing studies mainly focus on field experts such as facilitator trainers, policy makers, and administrators, and in a few cases, the opinions of adult learning facilitators, but they tend to neglect adult learners' voices (cf. Bernhardsson & Lattke, 2011; Research voor Beleid, 2010; Jääger & Irons, 2006). In line with Brinia and Kritikos (2012), we believe that adult learners' perception of their facilitators' competences is valuable. By involving all stakeholders, the most suitable common competences are identified through the filter of three different perspectives (Figure 3).

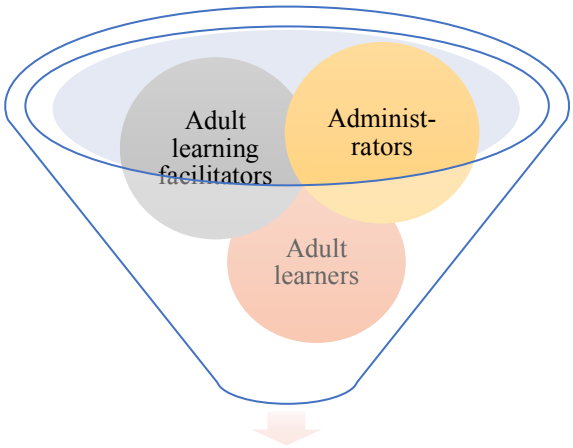

Figure 3. Common competence profile for adult learning facilitators filtered through three different perspectives

The research also examines common competences through different dimensions, including different adult teaching expertise and different educational levels of adult learners. This examination enables us to validate common competences that are required by all adult learning facilitators.

Influence on adult learning practices. The ultimate goal of this research is to create a professional knowledge base for prospective and serving adult learning

facilitators for their professionalization process. Our findings on professional identity and common competences for adult learning facilitators can serve as a professional knowledge base applicable to all levels of professional development programmes. Moreover, this research could inform decision-makers to take systematic policy measures that support adult learning facilitators' professionalization, thus improving the quality of adult education programmes in Mongolia. Also, the competence profile for adult learning facilitators identified in this research could be used in various ways, which are explained below (Figure 4).

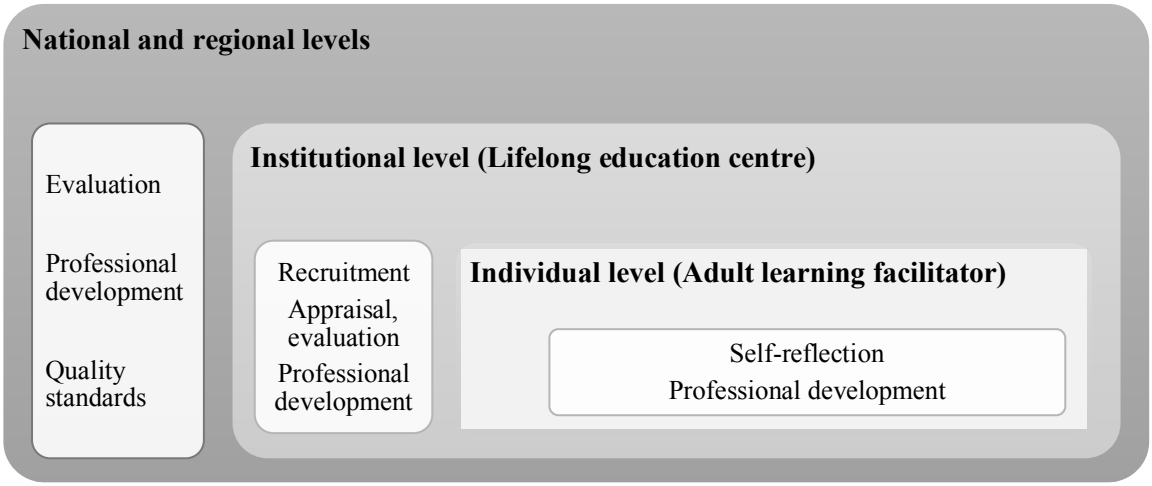

Figure 4. Multiple usages of the common competence profile for adult learning facilitators based on suggestions from Research voor Beleid, 2010

1.7. Limitation of the research

This research provides descriptive insights on Mongolian adult learning facilitators' professional identity and their common competences. However, it focuses only those who work for independent lifelong education centres, which means that we excluded those working for dependent centres. Consequently, the findings cannot be generalized to the entire professional community of non-formal adult education in Mongolia. Moreover, in regard to the professional identity of adult learning facilitators, we did not focus on the process of how their professional identity is constructed, but rather we explored their professional identity as a product or state of a being that explains how adult learning facilitators perceive themselves as professionals.

CHAPTER TWO
LITERATURE REVIEW

The literature review focuses on the notions of professional identity and competences that were used in the context of education and common findings derived from the existing studies that can inform and guide our quest. In this chapter we present our findings in three sub-chapters: adult learning and teaching; professional identity; and competences of adult learning facilitators.

2.1. Adult learning and teaching

Although this research focuses on the professional identity and common competences of adult learning facilitators, it is necessary to elaborate on adult learning and teaching. Under this sub-topic, we describe andragogy as the central model in adult learning and teaching. Then we elaborate about teacher-centred and student-centred teaching approaches and their applicability in adult learning scenarios.

2.1.1. Andragogy as the central model in adult learning and teaching

Andragogy has been considered the central model for practitioners in the field since its introduction by Malcolm Knowles in the 1970s. The term andragogy, did already exist, but Knowles popularised it (Jarvis, 2010). In a lot of literature, andragogy is referred to as adult learning and teaching theory, although the authors highlight andragogy as a model rather than theory (Knowles, Holton III & Swanson, 2005).

With its six core principles, andragogy explains the uniqueness of adult learners, which is taken into consideration when facilitating their learning processes. The principles are as follows:

1) "Need to know": Adults need to know about adult learning programmes before they enrol in them (Knowles, 1980; Knowles, Holton III & Swanson, 2005). Adults need to know about why they need to engage in learning, what they can learn and how learning processes operate (Knowles, 1980; Knowles, Holton III & Swanson, 2005). If adults know why they need to take part in adult learning programmes, they are more likely to stay motivated and persevere with the learning. Although, by and large, adults understand their reasons for taking part in adult learning programmes, they do not necessarily have clear views on the benefits of adult learning programmes. But once adults are informed, they are likely to realize why they need

to engage in the learning and this may help them persevere with it. Adults also need to know about what they are going to learn (Knowles, 1980; Knowles, Holton III & Swanson, 2005), in particular they need to know about the specific content of the programmes they enrol in. By knowing this, adults have a clear vision of the content that they need to follow to achieve their aims (benefits). Moreover, adults need to know about how learning processes operate (Knowles, 1980; Knowles, Holton III & Swanson, 2005). This is mostly about what activities, ways and sequences will be used in the learning process. Authors (Knowles, Holton III & Swanson, 2005) emphasize that adults are informed about questions of why, what and how during a mutual planning process of any adult education programmes.

2) "Self-concept": Adult learners' self-concept is defined by their independence. Consequently, adults are self-directed learners (Knowles, 1980). However, a question remains as to whether adult learners are self-directed or whether they are supported to become self-directed learners (Knowles, Holton III & Swanson, 2005). We understand that both should be considered in adult learning and teaching. When they plan, assess, facilitate and evaluate, adult learning facilitators need to take into consideration adult learners' self-directedness. That is why all of these activities in andragogy require a mutual planning process which involves both adults and their facilitators. Adult learners' engagement in this process enables them to have authority and ownership over their learning, which supports self-directedness in their learning. Moreover, any adult learning programmes should aim to help adult learners support and enhance their self-directedness or learner autonomy. This way, they become more responsible for their own learning and participate actively in future learning. When talking about self-directed learning, the concepts of self-teaching and autonomy are often cited (Knowles, Holton III & Swanson, 2005). Although these concepts do overlap, they are different. For example, adults who are highly autonomous may choose teacher-directed instructional settings when they are less familiar with a topic or subject (Knowles, Holton III & Swanson, 2005). On the other hand, adults who engage in self-teaching are not necessarily fully autonomous (Knowles, Holton III & Swanson, 2005). In this clarification, we can see that adult learners' self-directedness, as defined by Knowles (1980), is more connected with individual autonomy. Thus, adult learning facilitators need to think about how to consider adults autonomy in learning and teaching processes and enhance this capacity further.

3) “Experience”: Adult learners’ experiences characterize their learning. Knowles (1980) argues that adults identify themselves as what they have experienced, meaning that individuals’ experiences create their identity. This is why adults come to learning processes with their experiences. Knowles (1980) considers the experiences of adults as a resource for learning. However, adult learners’ diverse experiences may make it difficult for adult learning facilitators to handle certain situations (Knowles, Holton III & Swanson, 2005). This means that adult learners’ experiences can be considered either a resource for, or obstacle to, learning. What we should highlight here is whether facilitators see these experiences as resources or obstacles to learning depends on their own attitudes. On the one hand, if adult learning facilitators consider these varied experiences to be learning resources, they can take advantage the experiences and use them as a resource in learning and teaching processes. On the other hand, if adult learning facilitators see adult learners’ experiences as an obstacle, they may struggle to handle the situation. For this reason, we think that adult learning facilitators should attempt to see the experiences of adult learners as learning resources rather than obstacles, and during their professional preparation they should be trained on these experiences in the learning and teaching processes.
4) “Readiness to learn”: In andragogy, whether an adult is ready to learn is an important element to consider. According to Knowles (1980), adults are ready to learn when their life circumstances create their need to know. This means adults consider learning when they are challenged by their social roles as workers, citizens, and/or family members. However, it is questionable that every adult is able to realize their readiness to learn. In our observation, many adults, particularly those who are less-educated, do not realize their learning needs, even though their life circumstances demand learning. In this case, adult learning facilitators should help adults to realize their learning needs. That is why Knowles and his followers suggest that adults need to know why they need to learn (Knowles, 1980; Knowles, Holton III & Swanson, 2005). Once adults realize their need to learn, they are ready to learn. This readiness expresses both their internal (for instance, psychological readiness) and external (for instance, family and job roles are managed) preparedness. It also seems to help adults stay motivated and persevere with their learning.

5) “Orientation to learning”: Adult learners’ learning orientation tends to be problem-centred rather than subject-centred (Knowles, 1980; Knowles, Holton III & Swanson, 2005). This is because adults are ready to learn when their life circumstances are challenged by something, with adults entering into learning to solve these challenges. This is why adult learning is more oriented towards problem solving. Moreover, it is known that “adults learn best when new information is presented in real-life context” (Knowles, Holton III & Swanson, 2005, p. 197).
6) “Motivation”: Adult learners’ internal motivation plays an important role in their participation in learning (Knowles, 1980). However, this does not mean that external motivation (for example, employers’ recommendations or salary increase) does not have an impact on adult learners’ decision to take adult learning programmes (Knowles, Holton III & Swanson, 2005). Since internal drives, such as personal success, value and enjoyment, have a greater impact, adults may accomplish their learning goals without any barriers (Knowles, Holton III & Swanson, 2005). This tells us that adult learning facilitators need to help adults realize their own internal motives because they may be less recognizable than external ones.

These principles seem to be interconnected and shape each other. However, looking at how they are connected is not our aim, rather we want to see how these principles are considered and implemented in non-formal adult education in Mongolia.

Knowles, Holton III and Swanson (2005) clarified eight-stages of procedural elements of andragogy. We describe these stages below because this gives us an idea of how adult learning and teaching is organized.

1) Preparing learners: Adult learning programmes are designed to rely largely on adult learners’ own responsibilities and self-directedness for their learning (Knowles, Holton III & Swanson, 2005). Though adults are independent and autonomous in terms of their self-concept, many are dependent on facilitators because they lack self-directed learning skills (Knowles, Holton III & Swanson, 2005). They highlight that “when adults walk into an activity labelled ‘education’, ‘training’ or anything synonymous, they hark back to their conditioning in their previous school experience, put on their dunce hats of dependency, fold their arms, sit back, and say ‘teach me’” (Knowles, Holton III & Swanson, 2005, p. 65). Moreover, many adults separate themselves from learning, particularly from organized learning, by focusing on the world of work, and consequently they may feel uneasy when they

enter into any adult learning programmes. The authors call this "cultural-shock" (Knowles, Holton III & Swanson, 2005, p. 117). For these reasons, adult learning and teaching processes should start by preparing adult learners to help them adjust into the new context. This stage aims at providing information about programmes, making sure adults understand the importance of their participation, helping them to have realistic expectations and starting to think about the content of the programme (Knowles, Holton III & Swanson, 2005). Additionally, this stage helps adult learning facilitators to understand the experiences their adult learners have had that could serve as learning resources (Knowles, Holton III & Swanson, 2005, p. 117).

2) Creating the learning climate: The learning climate for adult learning and teaching has two dimensions: psychological and physical. In terms of the psychological dimension, the learning climate should be "relaxed, mutually respectful, informal, warm, open, collaborative, supportive and human" (Knowles, Holton III & Swanson, 2005, p. 116). While, in terms of the physical dimension, classroom size, layout, temperature, light arrangement, the comfort of chairs and tables, and access to restrooms are factors to consider (Knowles, Holton III & Swanson, 2005, p. 118-119). We understand that the psychological and physical climates promote each other and together make a favourable climate for adults to learn in.
3) Planning: Adult learning and teaching practice is unique in terms of its planning process (Knowles, Holton III & Swanson, 2005). Most educational programmes which we have experienced are planned by educational authorities and experts. However, in adult learning and education, mutual planning, which requires participation of both adult learners and facilitators, is implemented due to the fact that people stay committed to any decisions and choices when they make themselves or have an influence on them (Knowles, Holton III & Swanson, 2005, p. 123).
4) Diagnosing needs: This is a unique and specific activity in adult learning and education. Adult learners' current level of knowledge and skills, as well as their future expectations and gaps between them are elements that need to be specified before the actual learning starts (Knowles, Holton III & Swanson, 2005, p. 124). This is because "When adults understand how the acquisition of certain knowledge and skills will add to their ability to perform better in life, they enter into even didactic instructional situation with a clearer sense of purpose and see what they learn as more personal" (Knowles, Holton III & Swanson, 2005, p. 125). However,

it is common for many adults to be less likely to perceive what they should expect and what their learning needs are (Knowles, Holton III & Swanson, 2005). Therefore, adult learning facilitators need to help adults realize their needs and expectations.

5) Setting learning objectives: Based on the diagnosed needs, learning objectives should be set (Knowles, Holton III & Swanson, 2005). Learning objectives should be realistic, which means achievable within a given time period. If objectives are not set, adult learners may feel discouraged and their willingness to take programmes may decrease. This is why setting learning objectives is listed as a separate stage in adult learning and teaching processes. This process is carried out together by adult learners and their facilitators (Knowles, Holton III & Swanson, 2005).
6) Designing learning plans: This stage is about designing units based on problems identified in earlier stages, selecting appropriate learning formats, such as individual instruction, group and mass activities, and arranging them in sequence (Knowles, Holton III & Swanson, 2005). This process requires the mutual participation of adult learners and facilitators (Knowles, Holton III & Swanson, 2005). Moreover, although the authors do not mention this, we assume that defining exact time periods for learning sequences could be a part of designing learning plans as well.
7) Facilitating learning activities: This process is carried out based on the plans designed. When facilitating adult learning, facilitators should use inquiry-based approaches rather than transmitting approaches (Knowles, Holton III & Swanson, 2005). Here, we understand that authors insist that adults are active learners who can create their own knowledge with the help of facilitators rather than seeing them as passive listeners. This is in line with constructive theory in learning and education.
8) Evaluating learning progresses: This is the last stage of any adult learning and education programmes. In this stage, adult learners and facilitators together evaluate whether their learning goals have been achieved and what changes have happened to learners and their lives. This should be seen as the evaluation of adult learning and education programmes, too (Knowles, Holton III & Swanson, 2005).

We have described the six principles of andragogy and eight procedural stages of adult learning and teaching. The six principles in andragogy should be considered during all eight procedural stages of adult learning and teaching. However, we understand that

these procedural stages may not be strictly followed due to various circumstances and contexts. Nevertheless, they still provide guidance for adult learning facilitators about why they should follow these stages and what should be done in each stage.

2.1.2. Teaching approaches: Teacher-centred and student-centred approaches

Teaching approaches have an impact on student learning (Cicchelli, 1983; Kember, 1997; Trigwell & Prosser, 1996; Trigwell, Prosser & Waterhouse, 1999; Trigwell & Prosser, 2004). And there have been attempts to differentiate teaching approaches and define the impacts they have (e.g., Cicchelli, 1983; Kember, 1997; Pratt, 1992; Trigwell & Prosser, 1999). Approaches to teaching can be teacher-centred or student-centred.

Our understanding of teacher-centred and student-centred approaches to teaching primarily rely on Trigwell and Prosser's conception, who define the two approaches as follows (Trigwell & Prosser, 1996):

> "A teacher-centred approach is one in which the teacher adopts a teacher-centred strategy, with the intention of transmitting to the students, information about the discipline. In this transmission, the focus is on facts and skills, but not on the relationships between them. The prior knowledge of students is not considered to be important and it is assumed that students do not need to be active in the teaching-learning process" (p. 80). While, "a student-centred approach is one in which teachers adopt a student-centred strategy to help their students change their world views or conceptions of the phenomena they are studying. Students are seen to have to construct their own knowledge, and so the teacher has to focus on what the students are doing in the teaching-learning situation. A student-centred strategy is assumed to be necessary because it is the students who have to re-construct their knowledge to produce a new world view or conception. The teacher understands that he/she cannot transmit a new world view or conception to the students" (p. 80).

The authors seem to define the teaching approaches based on three dimensions: teachers' roles; student participation; and ways of constructing new knowledge. In the teacher-centred approach, the teacher's role is more about transmitting information and knowledge. Students are perceived as inactive participants to receive the given information and knowledge, and students create new knowledge regardless of their prior knowledge. Meanwhile, in the student-centred approach, the teacher's role is more

about facilitating and helping. Students are perceived as active participants in constructing their knowledge, and students themselves construct knowledge based on their prior experiences and knowledge and with help of the teacher. Trigwell and Prosser developed a research tool called "Approaches to Teaching Inventory (ATI)" to identify teaching approaches referring to the two-poled distinction (Trigwell & Prosser, 1996; 2004). This tool is utilized in this research to define adult learning facilitators' teaching approaches. We elaborate on the tool in the Chapter Three.

If we look at earlier works on the subject, we will see that Ciccheli (1983) conceptualized "direct and non-direct patterns" of teaching which was similar to Trigwell and Prosser's conceptualization, although she used different terms. She described behaviours that reflect each teaching pattern using three dimensions, namely: "teacher as centre of attention, teacher responses to students, and teacher as planner, organizer and presenter" (Cicchelli, 1983, p. 351). Cicchelli makes the teacher the primary dimension when differentiating teaching approaches. Mascolo (2009) argued that the teacher-centred approach could be defined by "giving and taking" relationships (Mascolo, 2009, p. 6). This means that teachers give knowledge to students through lecturing and students absorb that knowledge by taking notes and internalizing it. In that sense, teachers are considered knowledge transmitters without considering the students' prior experiences. Meanwhile, according to Mascolo (2009), the student-centred approach focuses on helping students to change their prior level of knowledge into higher level of knowledge. We should clearly note that his definition of the teaching approaches focuses on the methods of knowledge construction, specifically whether it is transmitted from a teacher or constructed by students with the help of a teacher. Recently, Baeten, Struyven and Dochy (2013) defined the student-centred approach using three characteristics: "an active involvement of the students in order to construct knowledge for themselves by selecting, interpreting and applying information in order to solve assignments; a coaching and facilitating teacher, who is present to help students out with questions or problems and safeguards their learning process; and the use of authentic assignments, for instance practical cases and complex vocational problems" (p. 14–15). It is notable that they define the teaching approaches by using dimensions of student participation, the teacher's role and assignment relevance to practical problems. Drawing upon these researchers, defining teaching-centred and student-centred approaches to teaching could be characterized by students' participation in teaching and learning processes; teachers' roles; and ways for knowledge construction which is

grounded in Trigwell and Prosser's (1996; 2004) conceptualization on teaching approaches. Additionally, we would like to note here that the student-centred approach derives from constructivist learning theory in terms of how knowledge is constructed, although we do not describe constructivist learning theory.

The question of whether a teacher-centred approach or student-centred approach brings better outcomes for student learning is a very important question. Many studies (including Baeten, Struyven & Dochy, 2013; Gilis, Clement, Laga & Pauwels, 2008; Hancock, Bryan & Nason, 2003; Kember, 1997; Trigwell & Prosser; 1996; 2004; Trigwell, Prosser & Waterhouse, 1999) point to the student-centred approach as superior, suggesting it should be prioritized over the teacher-centred approach because of its positive impact on student learning. For instance, Trigwell and Prosser (1996; 2004) and Trigwell et al. (1999) have concluded that the student-centred approach to teaching is more efficient than the teacher-centred approach in terms of student learning quality and teachers' own satisfaction in their performances. Particularly, they emphasize that the student-centred approach supports students' deep learning which has been conceptualized by Marton and Säljö (1997 cited in Trigwell & Prosser, 2004; Baeten, Struyven & Dochy, 2013). Kember (1997) stressed that the student-centred approach could be useful because it focuses on the process of knowledge construction, which means it has greater influence on students' learning quality. Hancock, Bray and Nason (2003) suggested that the student-centred approach to teaching supported students' motivation to learn. Gilis et al. (2008) highlighted the importance of the student-centred approach due to its focus on student learning processes and learning outcomes, while the teacher-centred approach primarily concentrated on transmission of knowledge. Recently, Baeten, Struyven and Dochy (2013) have found that a case-based learning environment oriented toward practical problems seems to have a positive impact on students' deep learning. Moreover, Biggs (2003 as cited in Yeung, Craven & Kaur, 2014) put an emphasis on the student-centred approach because of its potential to engage students with different educational experiences in learning and teaching processes.

However, the opposite findings have been revealed by recent studies. Yeung, Taylor and McWilliam (2013) have found that teachers tend to be flexible when it comes to their teaching approaches depending on the context. This is also confirmed by a study by Yeung, Craven and Kaur (2014). Consequently, Yeung and his colleagues (2013; 2014) conclude that teaching approaches should not be prioritized over each

other, rather they should be treated as relevant components of teaching approaches. Thus, the authors (Yeung, Craven, & Kaur, 2014) claim that good teachers use various teaching approaches depending on their students' learning needs and other contextual circumstances. This is a claim we need to consider later when discussing our research findings.

2.1.3. The relevance of a student-centred teaching approach for andragogy

It seems that the student-centred teaching approach is more suitable in andragogical practice. This claim can be supported by several points. *First,* according to an andragogical principle, adults are self-directed learners (Knowles, 1980). Adults are autonomous in their learning, and all adult learning and education programmes should aim at enhancing adult learners' autonomy. The student-centred teaching approach could be more effective in this sense because it aims to help learners construct knowledge based on their own inquiries. *Second,* the student-centred teaching approach highlights learners' active participation (Baeten, Struyven & Dochy, 2013; Trigwell & Prosser; 1996; 2004) in their learning processes. This supports learners' responsibility and autonomy in their learning, in that this approach could be more favourable in adult learning and teaching. *Third,* facilitation approaches in andragogy should be inquiry-based (Knowles, Holton III & Swanson, 2005). The student-centred teaching approach is about supporting inquiry-based learning too. The role of facilitators should be to help learners construct knowledge based on their inquiries rather than just transmitting information and facts to learners (Baeten, Struyven & Dochy, 2013). *Fourth,* as adults often have multiple roles, such as parents, professionals and community members, they are likely to lose their motivation to complete educational programmes which they take part in. If their learning processes are not motivating enough to continue learning, this could fuel their demotivation and could cause them to drop out programmes. The student-centred teaching approach could support learners' motivation to continue and complete their learning (Hancock, Bray & Nason, 2003), so this approach seems useful in adult learning and education programmes to maintain adult learners' learning motivation throughout programmes. *Lastly,* as Yeung, Craven and Kaur (2014) cited, Biggs (2003) argues that the student-centred teaching approach has the potential to engage learners with diverse educational experiences. In adult learning and education, adult learners' various experiences challenge adult learning facilitators (Knowles,

Holton III & Swanson, 2005), but the student-centred teaching approach could be a solution to this problem.

Although we hold that the student-centred approach should be used in adult learning and education programmes, we also acknowledge that other methods which belong to the teacher-centred teaching approach (for instance lecturing) can also be useful. As Yeung, Craven and Kaur (2014) argue, we also believe that good facilitators are able to employ various methods that are appropriate for their learners and contextual circumstances.

2.2. Professional identity of adult learning facilitators

In this sub-chapter, we present our literature review findings on professional identity. First, we describe how the notion of identity is defined and understood in the context of education. Second, we discuss how professional identity as a teacher has been described in the literature and elaborate on why we use particular constructs of teacher's professional identity to explore professional identity of adult learning facilitators. Finally, we present a few existing studies on the professional identity of adult learning facilitators and their common findings.

2.2.1. The notion of 'identity' in the context of education

The notion of 'identity' and 'professional identity' has been broadly discussed in different disciplines including education (Schutz, Francis & Hong, 2018), medicine (Cardoso, Batista & Grasa, 2014) and human resources (Caza & Creary, 2016). In the field of education, the concept of teachers' professional identity has gained prominent attention in the last two decades and it has become one of the hot research topics. There is much to understand about identity, so we have elaborated theoretical perspectives on the self and the nature of identity here.

Theoretical perspectives on identity

There are three main theoretical perspectives that explain the notion of (professional) identity (Davey, 2013; Zembylas, 2003). These are, the psychological/developmental perspective, the socio-cultural perspective, and the post-structural perspective. We briefly describe these theoretical perspectives here because studies we highlight later are built on these theoretical perspectives. *The psychological/development perspective* focuses on the inner and individual self (Davey, 2013; Zembylas, 2003). In other words,

one's identity is about how the one understands or interprets oneself and it has little impact on how others see one. Thus, one's identity could be determined as "internal mental models or ideals located within an individual" (Davey, 2013, p. 26). Those established mental models are changeable through the time as one interacts in different contexts, but the change cannot happen unless one reflects on the contexts one has experienced (Mead, 1934 as cited in Davey, 2013). The main theorists behind this perspective are Erikson and Mead (Zembylas, 2003). As Davey (2013) explains, Mead (1934) defined identity as the self that arises through one's interaction with an environment where social communication occurs. Meanwhile, Erikson (1968 as cited in Davey, 2013) also put the self in the centre, but highlighted that the self is dynamic, or unstable, developing over the course of one's life. *The* s*ocio-cultural perspective*, unlike the psychological/development perspective, focuses on sociality over individuality (Davey, 2013). In order words, social and cultural contexts are important too for an individual to construct his or her identity (Zembylas, 2003). Moreover, this perspective highlights how a group of individuals act as a social community with a unique culture (Davey, 2013). This perspective also conceptualizes one's identity as "individual meanings, values, attitudes, dispositions and practices; but these, in turn, construct and are constructed from their background experiences, their narratives about the past, and their history of responses to like or unlike others" (Davey, 2013, p. 27). Particularly, this perspective understands one's professional identity as both of product and process (Beauchamp & Thomas, 2009). The main theorists are Vygotsky (Zembylas, 2003), Wenger and Bourdieu, who took the route from Mead (Davey, 2013). *The poststructuralist perspective* understands (professional) identity as 'subjective multiple selves' rather than single self (Davey, 2013; Zembylas, 2003). Multiple selves can construct and be constructed through time and practices in which an individual engages and communicates. Therefore, identity is a dynamic process that evolves through in response to historical, social, cultural and psychological circumstances (Davey, 2013, p. 31). The main theorists in this perspective are Foucault and Bhaba (Davey, 2013; Zembylas, 2003). In summary, the psychological/developmental perspective focuses on an individual's inner self which has less impact from external contexts. The socio-cultural perspective emphasizes social identity, which is about any certain group or community identity expressed by meanings, attitudes, values, dispositions, and practices. Meanwhile, the post-structuralist perspective stresses the multiple identities that are shaped through experiences, discourses, emotions and values. The thread that

runs through all three theoretical perspectives is that identity is dynamic, and is shaped and reshaped through contexts the individual engages in, but the degree to effects of contexts may be differentiated. Although these theoretical perspectives are distinguishable in terms of what they focus on, it seems that they complete each other and altogether deepen our understanding of the notion of identity. However, we also recognize that the notion is complex and subjective as we explore it.

Identity and the self

When the notion of identity is discussed, the notion of self always arises with it. Existing studies have attempted to describe the self in order to define the notion of identity. Rodgers and Scott (2008) clarified these two notions and their relations. The self is a 'meaning maker or a storyteller', while identity is 'meaning made or story told' (Rodgers & Scott, 2008, p. 738). This clarification shows the two notions are clearly related. This is why Nias (2005 as cited in Rodgers & Scott, 2008) highlighted that the self and identity may be two sides of the same coin (p. 738). Later, Akkerman and Meijer (2011), like Rodgers and Scott (2008), defined the self as 'the self-knower' and identity as 'the self-as-known' (p. 310). These clarifications clearly indicate that the self is an individual who tells a story and the identity is the told story. Alsup (2018) uses the word narrative rather than the word story. A story (or a narrative) can be expressed by 'themes, plots, and characters' (Zembylas, 2003, p. 215), in which they can be gathered up under a term of 'discourse' (Alsup, 2018, p. 17). Discourse is self-expression that is transferred through both oral and written languages used to communicate with other people and the world (Alsup, 2018). To sum up, one is a teller of one's own story (narrative) using discourse. Stories (narratives) vary from individual to individual, and thus also from professional group to professional group. So, teachers, as a professional group, [in our case adult learning facilitators] are storytellers too (Kelchtermans, 2018).

The nature of identity

If identity is a story that is told by the self, then the question of what characterizes the told story or identity is a legitimate one. There seem to be three main natures of one's identity, which are mentioned mostly in the existing studies. *First,* identity is context dependent (Beauchamp & Thomas, 2009; Beijaard, Meijer, Verloop, 2004; Beijaard, Verloop & Vermunt, 2000; Gee, 2001; Nichols, Schutz, Rodgers & Bilica, 2016; Rodgers & Scott, 2008). A context can be defined as an environment a teacher [in our

case an adult learning facilitator] belongs to. The teacher can belong to several contexts where his or her personal and professional lives occur. Families, schools, teacher education programs and professional communities can be considered contexts for the teacher. Gee (2001) helps us to understand how one's identity is affected by different contexts by classifying identities into four types. These are "nature identity" described by one's natural characterization such as height, weight, etc; "institutional identity" described by one's professional roles, such as a teacher; "discourse identity" described by one's dialogue, which is created by others; and "affinity identity" described by separate roles in different contexts (Gee, 2001, pp. 100–107). Beijaard, Verloop and Vermunt (2000, p. 752) highlight teaching contexts, consisting of 'the ecology of classroom and the school culture', as one of the factors that defines teacher identity. This is also echoed in a review study by Beijaard, Meijer and Verloop (2004). They added that there could be various teaching cultures in a school that are created by individual teachers. This means that there could be multiple sub-contexts within a school as a broader context. Through experiencing and engaging in multiple contexts, identity can be multiple or varied (Beijaard, Meijer & Verloop, 2004; Rodgers & Scott, 2008). This is confirmed by existing empirical studies. For instance, teacher educators have multiple identities, including school teachers, teachers in higher education, teachers of teachers, researchers, and generic teachers (Swennen, Jones & Volman, 2010). Similarly, Nevgi and Löfström (2015) defined four groups of multiple or sub-identities among university teachers in the perspective of their teaching approaches and teaching efficacy. These sub-identities are "(1) a renewing and reflective university teacher and researcher; (2) a pedagogically skilful subject expert teacher; (3) an educational developer reflecting on how to improve university teachers; and (4) an educational developer focusing on research on university teaching with no reflection on teaching" (Nevgi & Löfström, 2015, p. 57–58). Caza and Creary (2016), on the other hand, find that a university teacher can develop identities of both a teacher and a researcher, which is a broader view than those put forward in the previous two studies. Bierema (2011) stresses, by reflecting her own journey as an adult learning professional, that an adult learning facilitator can embrace multiple identities, but they were not known. This, indeed, highlights the importance of our research.

Second, identity is relational and emotional. Identity is formed or created not only by an individual's own perception, but also others' perceptions of that individual, in that relationship is inevitably necessary for the one to have identity (Beauchamp &

Thomas, 2009; Davey, 2013; Rodgers & Scott, 2008). As contexts vary, relationships vary, meaning that multiple contexts create multiple relationships. Multiple relationships construct emotions which are experienced and expressed by teachers (Nichols et al, 2016; Schutz, Nichols & Schwenke, 2018; Zembylas, 2003). Emotions should be seen as a "socially and culturally embedded notion" that has a greater impact on one's identity construction (Zembylas, 2003). Flores and Day (2006) point out that teachers' attitudes and practices toward teaching and learning could be affected by emotions that are experienced by teachers. Schutz, Nichols and Schwenke (2018) repeat this idea, but clarify that not all emotions can influence teachers' identity formation and reformation. Moving on, Nichols et al. (2016) argue that the relationship between emotion and identity is not linear. Instead they are linked inextricably by continuous, multidirectional and transaction processes. Emotions can be both positive (pleasant) and negative (unpleasant). Common positive emotions are "love, care, job satisfaction, pride, excitement, pleasure in students' progress and achievement" (Flores & Day, 2006, p. 220–221). Meanwhile, "professional uncertainty, confusion, inadequacy, anxiety, mortification and doubt" are negative emotions that teachers may experience (Jeffrey & Woods, 1996 as cited in Flores & Day, 2006). "Anxiety due to complexity of the job, frustration, anger exacerbated by tiredness and stress, guilt, sadness, blame and shame at not being able to achieve ideals or targets imposed by others" are also negative emotions (Flores & Day, 2006, p. 221). These positive and negative emotions can support or challenge forming and reforming identities of teachers. For instance, it is possible that when teachers experience certain negative emotions, they may trigger a danger to their identity by questioning existing identities related to their belief in teaching (Nichols et al., 2016; Schutz, Nichols & Schwenke, 2018). Similarly, positive emotions may enforce teachers' existing identities also (Nichols et al., 2016; Schutz, Nichols & Schwenke, 2018). Understanding and dealing with one's own and others' emotions is important for teachers' professional identity because they need to interact and navigate complex and multiple contexts and relationships (Day, 2018).

Third, identity is continuous and therefore dynamic (Beauchamp & Thomas, 2009; Beijaard, Meijer & Verloop, 2004; Davey, 2013; Gee, 2001; Rodgers & Scott, 2008). Identity is a constantly evolving and ongoing process that lasts through time, place and contexts (Beijaard, Meijer & Verloop, 2004; Gee, 2001). Thus, the question of what one's identity is can be answered by not only with the question 'who am I at

this moment?', but also the question "Who do I want to become?" (Beijaard, Meijer & Verloop, 2004, p. 122).

In summary, identity can be defined as contextual, relational, emotional, continuous and as multiple stories told by the self. However, Akkerman and Meijer (2011) clarify and extend these natures of one's identity by positioning paired yet opposing natures of identity. They argue that though identity can be multiple due to multiple contexts and relationships, it can be 'unified' because those multiplicities can come under a unified self-conception (Akkerman & Meijer, 2011). Moreover, teachers' identity is continuous because of constant changes triggered by different contexts and times, but at the same time it can be discontinuous at a certain context and time (Akkerman & Meijer, 2011). This idea has been also highlighted by Beijaard, Meijer and Verloop (2004), who mention that one's professional identity is a reflection on the question 'who am I at this moment?', but also it reflects 'who do I want to become?' As we realized, the first question indicates discontinuity, while the second one refers to continuity. Moreover, Kelchtermans' (2009; 2018) definition of one's identity, understood as both of a product at a certain time and in a certain context and an ongoing process of making sense of one's experiences, seems to be similar to Akkerman and Meijer's (2011) continuity and discontinuity of identity. Identity as a product at a certain time and in a certain context reflects discontinuity, while an ongoing process is the same with continuity of identity. Additionally, Jõgi and Karu (2017) emphasize one's professional identity as both continuous and stable. We understand this as meaning that stability indicates discontinuity. Lastly Akkerman and Meijer (2011) point out that a teacher's identity can be the uniqueness of the individual, although it is influenced by social aspects, meaning it can be both individual and social. The social aspects indicate the relational nature of identity which we discussed earlier. Holding together these features of identity, Akkerman and Meijer (2011, p. 315) define identity as simultaneously unified and multiple, continuous and discontinuous, and individual and social. We believe that Akkerman and Meijer (2011)'s definition of identity complements the understanding of the notion. Consequently, we would define an adult learning facilitator's identity (for example) as continuous yet discontinuous at a certain time and in a certain context; multiple, yet unified; and social yet individual through different contexts that are conditioned by different relationships and emotions. However, this research aims to explore adult learning facilitators' professional identity

in its unified and discontinuous natures. In order words, we are on the quest to answer the question 'who are adult learning facilitators at this moment?"

The terms 'becoming' and 'being' are sometimes used to describe one's identity (cf. Nichols et al., 2016; Rushbrook, Karmel & Bound, 2014; Schutz, Nichols & Schwenke, 2018). One's (professional) identity is continuous, thus we believe that one is always 'becoming'. That is why Nichols et al. (2016) put the emphasis in identity primarily on what someone is becoming, rather than what someone is. However, one's identity can be discontinuous (Akkerman & Meijer, 2011) or can be understood as a product (Kelchtermans; 2009; 2018) of a certain time and context. This discontinuity or product can be called being. In other words, one's identity is always becoming, but it can be described as being at a certain time and in a certain context.

Self-evaluation, voice and agency

If identity is a story told by the self, one key question is how do we make sense of the story? One can realize his or her identity (story) through a specific action which is known (in literature) as self-evaluation (Beijaard, Verloop & Vermunt, 2000), awareness (Rodgers & Scott, 2008), reflection (Beauchamp & Thomas, 2009), or self-dialogue (Akkerman & Meijer, 2011). Beijaard, Verloop and Vermunt (2000, p. 750) highlight that one's identity evolves by interacting with others over time and self-evaluation is a way of realization this ongoing interaction. Rodgers and Scott (2008, p. 737) note that teachers need to develop their awareness to understand and interpret their identity and how it is continuously formed and reformed. Beauchamp and Thomas (2009, p. 182) use the term reflection as a key means for teachers to realize their professional selves within contexts and relationships they encounter. The term reflection is used quite commonly, for example Davey (2013) mentions that Mead (1934) put forward reflection as a way of understanding one's identity. Later, Akkerman and Meijer (2011) used the term self-dialogue as a way of realizing one's own identity. One continuously creates a dialogue with oneself in order to understand the formation and reformation of one's own identity (Akkerman & Meijer, 2011). Whether we use the terms self-evaluation, reflection, awareness, or self-dialogue, we can understand them as a way to inform, form and reform one's identity. This is an integral aspect to tell of how individuals tell their stories to themselves and to others. To let others to know their identity, individuals should have their own 'voice' without letting others talk about or on behalf of them (Rodgers & Scott, 2008, p. 737). In this

way, one can be one's own identity 'author' (Rodgers & Scott, 2008, p. 737; Alsup, 2018, p. 14). Being the author of one's own identity, told by one's own voice through discourse that is realized by reflection/self-evaluation/awareness/self-dialogue means that one should be an agent of one's own identity formation and reformation. In this way we can see that agency means individuals being responsible for their own identity formation and reformation and professional development. That is why recent studies have focused more on agency and its role in forming and reforming the professional identity of teachers. For instance, Vähäsantanen (2015) found that agency plays a key role in forming and reforming teachers' identities. She also elaborated that teachers who are active agents perform their professional tasks more productively, while those who are less active are less productive professionally (Vähäsantanen, 2015). Additionally, agency influences teachers' job satisfaction, commitment and their well-being in general (Vähäsantanen, 2015). However, we do not dig deeper into agency here because we feel it is better suited for studies that focus on professional identity as a process or how it is developed through a teaching career. Our research, instead, focuses on facilitators' professional identity in discontinuous and unified natures because our goal was to create scientific knowledge for current and future practitioners in order to provide a professional knowledge framework that is practiced in a collective manner.

2.2.2. Teachers' professional identity

Professional identity is a subjective notion that is formed and reformed continuously through multiple contexts, relationships, and emotions, yet it is individual, unified (social) and discontinuous. In other words, professional identity is a complex phenomenon. Furthermore, the complexity of the notion challenges researchers to come up with an exact definition, and in fact existing studies lack a clear definition on the notion (Beijaard, Meijer & Verloop, 2004; Beijaard, Verloop & Vermunt, 2000; Izadina, 2013).

Due to its complexity, professional identity is not a notion that is expressed and interpreted through a singular construct, but it must be comprehensively expressed and interpreted through multidimensional constructs. This is why some of previous studies on professional identity have attempted to define 'core' constructs of professional identity, and through those defined constructs, the authors of these studies have aimed to explore teachers' professional identity. We believe that professional identity can be

comprehensively explored using certain constructs that focus on distinct components of professional identity rather than focusing the whole construct such as the self.

Beijaard, Meijer and Verloop's (2004) review describes constructs that have been used to define teacher's professional identity in studies conducted between 1988 and 2000. Their review shows that a few studies have used certain constructs that define professional identity; namely, 'self-image', 'job satisfaction' and 'self-evaluation' (Beijaard, Meijer & Verloop, 2004). Since Beijaard, Meijer and Verloop's (2004) review covered studies mostly conducted in the 1990s, we want to focus on studies from the last two decades. Our quest has revealed four studies which interlocked with our specific area of interest (Table 2.1).

Table 2.1

Studies of teachers' professional identity described by certain constructs

Studies	Constructs of professional identity	Definition of constructs
Beijaard, Verloop & Vermunt (2000)	1) Self-image	Self-image as who or what someone is
	2) Self-evaluation	Not defined
Kelchtermans (2009; 2018)	1) Self-image	Descriptive component of professional identity which indicates the way teachers describe themselves as teachers
	2) Self-esteem	Evaluative component of professional identity which refers to how teachers evaluate their performances
	3) Job motivation	Conative component of professional identity which represents the motives explaining why one becomes a teacher and keeps working as the teacher as well
	4) Tasks	Normative component of professional identity which explains teachers' idea of what are their required job tasks, activities and duties
	5) Future perspective	Time component of professional identity which refers to teachers' expectations about their future in their professional context
Canrinus, Helms-Lorenz, Beijaard, Buitink & Hofman (2011; 2012)	1) Self-efficacy	Guiding behaviour whether one repeats the behaviour
	2) Job satisfaction	Aspect influencing on motivation and occupational commitment
	3) Motivation	A set of interrelated beliefs and emotions which driving and influencing behaviour
	4) Occupational commitment	Not defined
Berger & Van (2018)	1) Motivation	What one personally values in teaching
	2) Self-efficacy beliefs	Teachers' thoughts and beliefs on how successfully accomplishing teaching tasks
	3) Sense of responsibility	Critical self-judgments and outcomes of student motivation, student achievement, relationships with students, and teaching quality
	4) Commitment to teaching	A psychological attachment to the teaching profession and it is the degree to which the teacher values and feels connected to the profession
	5) Perception of expertise	Expertise in subject matter, pedagogical and didactical aspects.

‘Self-image’ as a construct of teachers’ professional identity has been used in two studies (See the table 2.1). Although it seems to be a more general construct of teachers’ professional identity that may contain other aspects, we believe ‘self-image’ as a descriptive part of one’s profession or as a description of being a professional is in line with Kelchtermans (2009; 2018). Beijaard, Meijer and Verloop’s (2004) review shows that this construct has been used in previous studies to describe teachers’ professional identity. Thus, the ‘self-image’ construct of professional identity should be one of the constructs that illustrate adult learning facilitators’ professional identity.

‘Job motivation’ has been utilized as a construct of teacher’s professional identity in three studies (See the table 2.1). Teachers’ job motivation is an important construct for their professional identity because this construct indicates not only reasons why people become teachers, but also their reasons for continuing to work as teachers (Kelchtermans 2009; 2018). If identity is a told story, this must start in the past and happen in the present and in these times, what motivates teachers to become teachers and remain in the field could is crucial for describing teachers’ professional identity. This is why Richardson and Watt (2018) conclude that teachers’ motivation is closely linked to their perception of their profession and themselves as professionals. Moreover, the constructs of ‘job satisfaction’ and ‘job commitment’, which are mentioned in two recent studies (Canrinus et al., 2011; 2012; Berger & Van, 2018; see the table 2.1), may fall under the job motivation construct. Job motivation in the present results from the degree to which teachers are satisfied with their jobs and how connected they feel to their jobs. In other words, the more satisfied and connected teachers are with their jobs, the more motivated they are to keep working as teachers. They are also more likely to keep teaching. Teachers who do not want to spend much effort in their classroom practices have less positive relationships with their students and are given less acknowledgement from others within the profession (Richardson & Watt, 2018, p. 45). Thus, these teachers feel less job satisfaction and commitment to their jobs, meaning their motivation can become fragile. This shows that job motivation contains the constructs of job satisfaction and job commitment within itself. We believe that these constructs do not need to be separately addressed as constructs in our study, but rather together under the construct of job motivation.

Constructs such as ‘self-esteem’, ‘self-efficacy’ and ‘self-evaluation’ have been used in previous studies to define professional identity (See the table 2.1). They might be differently understood if looking at the terms. However, the constructs ‘self-esteem’

(Kelchtermans, 2009; 2018) and 'self-efficacy' (Canrinus et al., 2011; 2012; Berger & Van, 2018) share the same meaning of teachers' own judgement on their professional performances as we see the definition of constructs (See the table 2.1). Kelchtermans (2009; 2018) defines the construct of self-esteem as an evaluative aspect of teachers' professional identity and view of their own performances. It could also be an answer to the question 'How well am I doing my job?' Thus, at first, teachers evaluate their performance. If they are satisfied with their performance, their self-esteem is higher, but if they are not satisfied, their self-esteem is lower. Teachers' self-efficacy is their own self-judgement of how they perform. Canrinus et al. (2011; 2012) suggest that self-efficacy informs teachers about what behaviours need to be repeated. Teachers evaluate their performance and if they are satisfied with the outcomes of their work, they repeat the behaviours which brought about out those satisfactory outcomes. Berger and Van (2018) also define self-efficacy as teachers' belief about how successfully they accomplish their jobs. Moreover, they (Berger & Van, 2018) use the construct 'sense of responsibility' in their study, although this seems very similar to the constructs of self-esteem and self-efficacy when looking at the definition of the construct (see the table 2.1). Consequently, we think that these constructs illustrate the same aspect of teachers' professional identity. Since how teachers evaluate their professional performances is closely linked to their identity (Richardson & Watt, 2018), we have kept this construct of professional identity and used it in our research. Moreover, teachers' self-efficacy and teachers' agency are closely linked (Eteläpelto, Vähäsantanen, Hökka & Paloniemi, 2013). If teachers are active agents in their professional development and identity building, their self-esteem or self-efficacy are positive. In turn, positive self-esteem or self-efficacy support and improve teachers' agency. This supports our decision to utilize the construct of self-esteem as a construct of adult learning facilitators' professional identity.

'Task' has been defined as one of constructs of teachers' professional identity by Kelchtermans (2009; 2018; see the table 2.1). He justifies the task construct as activities, tasks and duties that are required by professional teachers (Kelchtermans, 2009; 2018). We consider that what teachers do daily as professionals must be an inseparable construct of their professional identity.

Berger and Van (2018) use the construct 'expertise', which shows how teachers develop their competences in subject matter and pedagogical/didactical fields. We aim to identify the necessary competences of adult learning facilitators in line with their

tasks. Additionally, how much expertise they have in these fields seems relevant to teachers' self-esteem. If teachers have positive self-esteem in their performed tasks, it means that they should identify themselves as more qualified experts in those fields. For this reason, we decided to exclude the construct of expertise used by Berger and Van (2018) from our constructs.

Lastly, 'future perspective' as a construct of professional identity has been used in the studies by Kelchtermans (2009; 2018). This is an important construct as it informs us how teachers' view their future in their vocational context, in that it enables us to illustrate teachers' professional identity as a continuous process. In light of this, we choose this construct for our research to explore adult learning facilitators' professional identity.

The above review shows that Kelchtermans' (2009; 2018) constructs of teacher's professional identity seem to be the most comprehensive tool for illustrating an adult learning facilitator's professional identity. In Kelchtermans's conceptualization (2009), five constructs; namely, self-image, self-esteem, job motivation, task, and time perspective, together make up teachers' professional identities. Consequently, we believe that teachers' professional identities can be described comprehensively. Our research utilizes Kelchtermans's conceptualization to illustrate the professional identity of adult learning facilitators at lifelong education centres in Mongolia, with the aim of creating a framework for professional knowledge in the field.

2.2.3. Adult learning facilitators' professional identity

We have found six empirical studies on adult learning facilitators' professional identity. These studies focused on adult learning facilitators' professional identity and how their professionalism changed through times. We analysed these empirical studies based on their (1) purpose, (2) constructs that help to understand professional identity, (3) methodology, and (4) major findings which were adapted from Beijaard, Meijer and Verloop's (2004) methodology (Table 2.2).

Purpose of the studies. Most of these studies did not explicitly aim to explore the professional identity of adult learning facilitators. However, they did describe how adult learning facilitators' professionalism evolves through time, focusing on their qualification paths and professional and career development.

Table 2.2

Overview of empirical studies on facilitators' professional identity

Empirical studies	Purpose of the study	Constructs	Methodology	Major findings
Milana & Larson, 2010	To understand qualification paths of adult learning facilitators in Denmark	'Self-image', 'job motivation' and 'future vision'	- Narrative interviews with biographical perspectives - 15 prospective facilitators	- An adult educator as 1) a person who possesses knowledge of human nature; 2) a person who is open, engaged and empathic; and 3) a person who uses different learning styles - Both of internal and external motives for choosing the profession - Two scenarios in future plans: staying or changing workplace
Maier-Gutheil & Hof, 2011	To investigate the development of the professionalism of adult learning facilitators in Germany	No particular constructs	- Longitudinal narrative interviews - 2 adult learning facilitators	Two broad identities: identity as learners who are in process of continuous adjustment and identity as learners who are in biographical process of personal fulfilment
Brown, Karmel & Ye, 2012	To understand Singaporean adult learning facilitators' career trajectories	'Job motivation' and 'future vision'	- Biographical narrative approach - 20 adult learning facilitators	- Two main entries into the field: 'organic' and 'disjunctured' - 'Growing and diversifying' and 'causality' tendencies on future career trajectories
Andersson, Köpsén, Larson & Milana, 2013	To understand the qualification paths of prospective adult learning facilitators in Sweden and Denmark	'Job motivation'	- Narrative interviews - 29 prospective adult learning facilitators	- Job motivation: a desired new career and a 'plan B' - Both internal and external motives for choosing the profession - Two main entries: one directly acted as adult learning facilitator without professional competences and one with professional competences
Rushbrook, Karmel & Bound, 2014	To bring insights on how individuals 'become' and 'be' as Singaporean freelance adult learning facilitators	No particular constructs	- Interviews (Relevant data excerpts from 68 interviews with freelance adult learning facilitators)	Being a freelance adult educator in Singapore means that he/she needs to have skills such as creating strong networks, positioning him/herself into those networks, planning, including financial planning, and coping with continuous shifts
Jõgi & Karu, 2017	To create collective story through the experiences and life courses of Estonian adult learning facilitators	No particular constructs	- Interviews with biographical perspectives - Longitu-dinal, 7 adult learning facilitators from 2 generations	- Common experiences shared by facilitators support their professional identity and integrate the community. - Shared values: trustfulness; freedom, joint actions; equality; understanding human beings as learners; a belief that in the centre of education is the human being; an understanding adult learning facilitators as cultural agents and supporters of adult learning

Definition of professional identity. Since the main aim of these studies was not to explicitly explore professional identity of adult learning facilitators, they did not define professional identity. However, some studies have used certain constructs to understand professionalism and qualification paths of adult learning facilitators. These were job motivation, self-image and future expectations. Milana and Larson (2010) used all of these three constructs in their study. Under the 'self-image' construct, the researchers focused on how prospective adult learning facilitators define their profession and how they distinguish it from teaching children. They also used the 'job motivation' construct to explore reasons for becoming facilitators and the 'future vision' construct to look at facilitators' future career plan (Milana & Larson, 2010). Meanwhile, Brown, Karmel and Ye (2012) utilized constructs of 'job motivation' and 'future vision' in their study to understand reasons for becoming facilitators and future professional expectations. Andersson et al. (2013) used the construct of 'job motivation' to describe reasons for becoming adult learning facilitators. As we mentioned earlier, our review on professional identity constructs shows that these three constructs are inseparable components for understanding adult learning facilitators' professional identity.

Methodology. The studies employed a qualitative research approach, in particular interviews with biographical or narrative perspectives. It is apparent that biographical or narrative perspectives are essential for understanding how the professionalism of adult learning facilitators changes with a particular focus on past experiences and future expectations. The two studies (Jõgi & Karu, 2017; Maier-Gutheil & Hof, 2011) were longitudinal.

Major findings. The study by Milana and Larson (2010) shows that prospective adult educators tend to define an adult educator as 1) a person who possesses knowledge of human nature which covers the pedagogical, sociological, and psychological understanding of others, i.e. adult learners; 2) a person who is open, engaged and empathic, which indicates personal competences of adult educators; and 3) a person who uses different learning styles to keep adult learners motivated and engaged in learning. Regarding the differentiation between facilitating adult learning and teaching children, prospective adult educators are likely to highlight teaching methods considered for specific targets, i.e. adults, voluntary participation of adults in education and the high level of adult responsibility for the learning process (Milana & Larson, 2010). Also, findings revealed that both internal and external factors influenced

their choice of becoming adult educators (Milana & Larson, 2010). Internal factors indicated the prospective adult educators' own decision to become adult educators in order to 1) obtain recognition of pedagogical knowledge and 2) make use of vocational knowledge and experience. Whereas external factors indicate that employers' suggestions and labour market changes were the drivers for choosing adult-educator training programmes (Milana & Larson, 2010). Moreover, two common scenarios were found regarding future plans in the vocational context. The first scenario showed that prospective adult learning facilitators expected to use the knowledge acquired through the programme to improve their future working conditions, such as taking up new roles or positions (Milana & Larson, 2010). The second scenario was that they plan to follow a professional career as adult learning facilitators, but would prefer to work in the private sector or become self-employed rather than work at public institutions (Milana & Larson, 2010). Lastly, the research found a shared identity among prospective adult educators that is grounded on a few core values such respect, recognition and appreciation of other human beings (Milana & Larson, 2010).

Maier-Gutheil and Hof's (2011) study did not reveal explicit paths to becoming professionals but focused on who they are now professionally, which implicitly indicated paths for the future. They claim that there are two overarching identities as adult learning facilitators: learners who are in the process of ongoing development and learners who are in the biographical process of personal fulfilment (Maier-Gutheil & Hof, 2011). An adult learning facilitator, who was interviewed at the age of 38 and then when he turned 62 years old, reflected upon himself as a professional who had been learning throughout the years, whereas the other facilitator, who was interviewed at the age of 40 and 60, described himself as a professional who was pursuing his personal fulfilment which leads him to accomplish his social commitments (Maier-Gutheil & Hof, 2011). The dynamic of shaping and reshaping one's professional identity through time was also apparent in this study. For example, the first interviewer initially described himself as a teacher who is an expert in his field, whereas 24 years later he defined himself as a continuous learner in order to adapt to new tasks (Maier-Gutheil & Hof, 2011). The other facilitator's identity had been reshaped from a doctoral student who was writing his dissertation to a professional whose career became central in his life (Maier-Gutheil & Hof, 2011). This research emphasized that if facilitators have their own interests to learn, they can acquire professional knowledge and skills in non-formal and informal ways (Maier-Gutheil & Hof, 2011). In this process, 'self-

observation' is key to improving professional competences, although it seems to be absent from professional programmes, as claimed by Maier-Gutheil and Hof (2011).

There were two paths to becoming adult learning facilitators, as Brown, Karmel and Ye (2012) found. The first path was described as adult learning facilitators gradually choosing the profession because some tasks and responsibilities of their previous jobs were related to educating adults (Brown, Karmel & Ye, 2012). The researchers labelled this group of adult learning facilitators as those with 'organic entries' into the field (Brown, Karmel & Ye, 2012). The second path was determined as adult learning facilitators suddenly choosing the profession without particular prior experience in educating adults (Brown, Karmel & Ye, 2012). The authors described this group as facilitators with 'disjunctured entries' (Brown, Karmel & Ye, 2012). The findings indicate that becoming adult learning facilitators was not a first choice as all interviewees had prior experience in other fields. In fact, researchers critiqued Singaporean government-led professionalization because of its failure to address those different entries into the profession (Brown, Karmel & Ye, 2012). This is important since different entry points contribute to creating a variety of needs for professional development, which then impacts how adult learning facilitators relate to their work in the present. Common challenges that characterize 'the present' are the following: (1) insecure job and income; (2) solitary journey without mentors and colleagues; (3) the difficulty of gaining reputation because of high expectations from clients; and (4) heavy workload and doubt about government-led professionalization (Brown, Karmel & Ye, 2012). Lastly, within the future aspect of adult learning facilitators' career trajectories, researchers found that two tendencies, namely 'growing and diversifying' and 'causality' were commonly observed among adult learning facilitators, but no interest in 'moving up managerial positions' was found in their current context (Brown, Karmel & Ye, 2012). The tendency described as 'growing and diversifying' in future orientation indicated that adult learning facilitators either move to different settings or into different fields, for example moving to freelance settings or moving into the consultancy field (Brown, Karmel & Ye, 2012). 'Causality' in this context meant working on an as-and-when-required basis and paid by the hour (Brown, Karmel & Ye, 2012).

Meanwhile, Andersson and his colleagues identified two common paths to becoming adult learning facilitators, which are described either as a desired new career or as a 'plan B' (Andersson, Köpsén, Larson, & Milana, 2013). According to Andersson et al, prospective adult learning facilitators' choosing the profession as 'Plan B' was a

result of triggering events such as illness or labour market demands. Furthermore, they identified two important manners facilitators entered the field: acting as adult learning facilitators as soon as launching a career in the profession; and entering the professional community after developing competences through professional programmes (Andersson et al., 2013). These different 'entries' was found to shape the creation of a professional identity. In particular, those who learned about adult education on the go, through their everyday practices oriented themselves toward more local contexts and made professional decisions based on their own experience rather than relying on common knowledge and theories. However, those who studied in specific university programmes were more influenced by their university teachers' pedagogical choices of teaching adults and their translation of adult teaching theories into practical actions (Andersson et al., 2013, p. 114).

Rushbrook, Karmel and Bound's study (2014) suggests that being a freelance adult educator in Singapore means that one needs to have skills such as creating strong networks, positioning oneself into those networks; planning, including financial planning, and coping with continuous shifts. Here, we can clearly see that one's professional identity is closely connected to the competences that are required for professional tasks and activities in a particular context.

Lastly, the study of Jõgi and Karu (2017) found that collective experiences shared by Estonian adult learning facilitators were grounded in common values such as trust, freedom and joint actions, equality, understanding human beings as learners, a belief that in the centre of education is the human being, and an understanding of adult learning facilitators as cultural agents and supporters of adult learning (Jõgi & Karu, 2017, p. 17). These common values shared by adult learning facilitators seem to extend the values revealed by Milana and Larson (2010). The meaningful experiences that shape one's professional identity were determined by extraordinary events in adult learning facilitators' professional lives, such as meeting their professional role models (Jõgi & Karu, 2017). Researchers concluded that the creation of adult learning facilitators' professional identity is a continuous process, which covers both self and social development, through whole life experiences (Jõgi & Karu, 2017).

Conclusion

Combining the analysis findings of the existing, empirical studies, we drew the following conclusions.

(1) Professional identity is a dynamic construct: Previous studies focusing on teachers' professional identity have collectively described professional identity as a dynamic construct and not as a static one (Beauchamp & Thomas, 2009; Beijaard, Meijer & Verloop, 2004; Davey, 2013; Gee, 2001; Jõgi & Karu, 2017; Rodgers & Scott, 2008; Vähäsantanen, 2015). In other words, it is an ongoing process which lasts through different contexts and relationships (Beauchamp & Thomas, 2009; Beijaard, Meijer & Verloop, 2004; Gee, 2001; Nichols, Schutz, Rodgers & Bilica, 2016). Some studies (Andersson et al., 2013; Brown, Karmel & Ye, 2012; Milana & Larson, 2010) define the notion of professional identity as professionalism that evolves through time, incorporating the past, present and future. This is why those studies focus on facilitators' career trajectories to understand how their professionalism changes over time. Furthermore, some studies determine professional identity as learning and/or experiences that have occurred through the individual's professional life (Jõgi & Karu, 2017; Maier-Gutheil & Hof, 2011). However, Rushbrook, Karmel and Bound's (2014) study is different from these studies. They use the notion of 'being' as built identity and the notion 'becoming' as an identity building process. As Beijaard, Meijer and Verloop (2004, p. 122) argue, within the ongoing process of becoming, there should be an answer to the question of 'Who am I at this moment?' as identity. This is similar to Kelchtermans' (2009) elaboration on identity as a product at a certain point in the time. Also, Akkerman and Meijer (2011) call this discontinuity of identity within the continuity of identity. Thus, the notion of 'being' used by Rushbrook, Karmel and Bound (2014) may indicate a product and/or a discontinuity within one's continuously shaped and reshaped identity.

(2) Common constructs of professional identity: 'Job motivation' is a common construct that has been used to describe adult learning facilitators' professional identity. It is important because it indicates the reasons for becoming and also for maintaining work as an adult learning facilitator (Kelchtermans 2009; 2018). If identity is a told story (cf. Rodgers & Scott, 2008), it is rooted in the past and happening in the present; and the motivations to become and to stay in the field are strongly tied to professional identity. Therefore, Richardson and Watt (2018) conclude that teachers' motivation is closely linked to their perception of their profession and of themselves as professionals. Another construct which was used in the studies is 'future vision'. This is indeed an inevitable construct that reflects facilitators' perspective on the future and a consideration of their professional contexts. Hence professional identity is conceived of

as an ongoing (continuous) process. In Beijaard, Meijer and Verloop's (2004) view, it could constitute an answer to the question of 'Who I want to become?' Both constructs, 'job motivation' and 'future vision' are included in Kelchtermans' (2009; 2018) conceptualization of constructs for teachers' professional identity. Moreover, 'job motivation' as a construct has also been validated in the studies of Canrinus et al. (2011; 2012) and Berger and Van (2018).

(3) Common characteristics of adult learning facilitators: Findings suggest that there are common characteristics shared by adult learning facilitators as professionals. *First,* becoming an adult learning facilitator is driven by both external and internal motives. Studies (Andersson et al., 2013; Milana & Larson, 2010) have found that both internal and external motives play a role in choosing the profession. External motives mainly included labour market related changes, while internal motives included possessing useful knowledge and skills. It has been a long-standing belief that internal motives have a greater impact on an individual's curiosity and interest to do something than external motives do (Fülöp, 2020). However, we do not discriminate one type of motive against the other because external motives enable the individual to develop curiosity and interest to do something, therefore both types of motives play a role for the individual's learning and doing (Fülöp, 2020). *Second,* different ways of entering the profession were identified and described, mainly relating to having or lacking prior adult teaching experiences (Brown, Karmel & Ye, 2012), developing skills on the job or having prior formal knowledge and competences (Andersson et al., 2012). These different entries also result from different entry requirements for adult learning facilitators in specific national contexts. For instance, in Sweden and Denmark people can become adult learning facilitators without professional preparation, while in Singapore this is very uncommon. Furthermore, different career entries may pose challenges to the professionalization of adult learning facilitators, so professional development programmes should accommodate these. *Third,* there could be a few core values shared by adult learning facilitators. Milana and Larson (2010) found that respect, recognition and appreciation of human beings were the core values among prospective adult learning facilitators in Denmark. Similarly, the study of Jõgi and Karu (2017) showed that the conception of human beings as learners and of them being the centre of education are crucial values. Nevertheless, future research should focus on an in-depth analysis of core values of this profession in different cultural and national contexts.

Our analysis on the existing empirical studies on adult learning facilitators' professional identity informs and guides us in exploring the professional identity of adult learning facilitators. We have finished our theoretical quest on professional identity and now we present our literature review findings on competences of adult learning facilitators.

2.3. Competences of adult learning facilitators

In this sub-chapter, we present our literature review results on the notion of competence used in the context of education. We also present existing common and core competences of adult learning facilitators.

2.3.1. The notion of 'competence' in the context of education

There have been various works that bring insights on the understanding of the notion of competence. Here we present several definitions that guide our understanding of the notion of competence.

Hager and Gonzci (1996), as cited in van Dellen and van der Kamp (2008), defined the notion of competence as the capacity to perform key occupational tasks at a satisfactory level. They highlight that any profession is composed of 20–30 key occupational tasks and that competent professionals need to acquire the necessary competences to perform those key occupational tasks (Hager & Gonzci, 1996 as cited in van Dellen & van der Kamp, 2008). Ellström (1997) and Ellström and Kock (2008), based on their studies on vocational education and training, attempted to define the notion of competence by highlighting the differences between the notions of competence and qualification, which are often used interchangeably. Ellström used the term *actual competence* as an individual capacity that is needed to perform certain tasks (Ellström, 1997). The capacity, according to him, is a complex notion that comprises one's perceptive and cognitive skills, personal features and social skills (Ellström, 1997, p. 267). But, *qualification* can be understood as the competence that is actually required for certain tasks or by employers (Ellström, 1997). Meanwhile, Mulder (2007), highlighting the nature of competence as context dependent, defined this notion as the capability, composing of knowledge, skills and experience, of a person or an organization to perform activities and tasks. Bechtel (2008) referred to 'competence' by contrasting it with the notion of 'requirement'. He defined *competence* as an individual's internal and complex condition that is expressed by knowledge, skills,

abilities, and motivation; meanwhile, *requirement* externalizes the individual's internal conditions to perform certain tasks (Bechtel, 2008, p. 45). With these definitions, we can clearly see that common terms – capacity or capability and qualification or requirement – have been used to define the notion of competence. Moreover, we are able to understand that competence is a complex notion that includes certain elements of capabilities or capacities. Caena (2011), based on her literature review, concluded that there is a consensus concerning the definition of competence which she described as basic teaching requirements, articulated in knowledge, skills, and dispositions. In line with her definition, this research too is grounded in the notion that competence is not just a skill of being able to do something, but a complex dynamic of proper knowledge of how to do certain actions; skills on how to apply knowledge in practice to achieve intended results; and attitudes/dispositions on why we need to do something. Here, we understand that the concept of competence is about an individual's own capacity (or capability) to fulfil certain tasks, expressed by knowledge, skills and attitudes. A qualification (or requirement) is an external condition that asks an individual to utilize his or her internal capacity to handle certain situations efficiently. Therefore, the collective understanding of competence includes the notion of requirement, which is expressed by a combination of knowledge, skills and attitudes. *Knowledge* indicates sets of facts, theories, ideas, and beliefs that support a certain understanding of a subject or area; while, *skills* denote a capacity to carry out certain processes of utilizing knowledge (Bechtel, 2008; Buiskool & Broek, 2011). An *attitude* is the readiness of physical, mental, and emotional capacity to perform a task (Bechtel, 2008; Buiskool & Broek, 2011).

2.3.2. Competences of adult learning facilitators

Competence profiles for adult learning facilitators have been identified through international joint studies. There have also been competence profiles that have used in countries as a standard. We have divided this section in two sub-sections: universal competences of adult learning facilitators that are identified by international research projects; and adult learning facilitators' competences used in particular countries.

Universal competences of adult learning facilitators

We have found five international research projects that identified competences of adult learning facilitators. The reason why we have entitled this subsection *universal*

competences is because competences which were identified by those five research projects were intended to be used not in a single country, but in several countries at the same time. EU member states in particular have been jointly and actively working on identifying competences for adult learning facilitators to have common reference competences that serve as a tool for standardisation through supporting professional development of adult learning facilitators within Europe. Using certain dimensions, by adapting from Gilis, Clement, Laga & Pauwels (2008), we compared those five international research projects that identified the universal competences of adult learning facilitators (Table 2.3).

Table 2.3

Universal competences of adult learning facilitators identified by international studies

Research projects	Involved countries	Comparison dimensions				
		Field	Purpose	Methodology	Form	Content
A good adult educator in Europe (2004–2006)	Estonia, Sweden, Hungary, Latvia, Lithuania, Portugal, Norway	Non-Formal	Professional development	- Discussion - Experts' opinions	Integ-rated	1) Personal development area 2) Professional development area
Validation of psycho-pedagogical competences of adult educators (2006–2008)	Romania, Germany, France, Malta, Spain	Non-Formal; Informal	Professional development	Experts' opinions	Integ-rated	1) Knowledge 2) Training & Management 3) Assessment & valorisation of learning 4) Motivation & Counselling 5) Personal & professional development 6) Open category
Flexible professional pathways for adult educators (2009)	Germany, Spain, England, Estonia, Romania, Switzerland, Italy	All fields	Professional development	Experts' opinions	Integ-rated	1) Learning cluster 2) People cluster 3) Practice cluster
Key competences for adult learning professionals (2010)	EU 27 countries, 5 EFTA countries	All fields	Multiple	- Two staged approach - Experts' opinions	Detai-led	1) Generic 7 competence 2) Specific 12 competences
Core competences of adult learning facilitators in Europe (2009–2011)	Austria, Sweden, Denmark, the UK, the Netherlands, Germany, Poland, Italy, France, Portugal	Formal basic; Non-Formal; Work-related training	Professional development	- Three staged Delphi method - Experts' opinions, but including practitioners and administ-rators	Integ-rated	1) Group management & communication 2) Subject competence 3) Supporting learning 4) Efficient teaching 5) Personal & professional development 6) Stimulating learning 7) Learning process analysis 8) Self-competence 9) Assistance of learners

Field. The analysis of international research projects on identifying universal competences of adult learning facilitators found that most studies have focused on certain fields where adult learning facilitators can belong within the broader field of adult learning and education. Considering diversity within the field, van Dellen and van der Kamp (2008) suggest that competences of adult learning facilitators can be described through the lens of sub-fields. In line with it, most of these international research projects have focused on identifying competences of adult learning facilitators who are in non-formal fields. One piece of international research focused on several fields at the same time such as non-formal, formal, basic and work-related training. Moreover, two research projects have identified competences of adult learning facilitators regardless of their sub-fields.

Purpose. Most of the international research projects, except one, identified adult learning facilitators' competences for their professional development purposes. For instance, the first three research projects developed particular training modules and self-development handbooks for adult learning facilitators based on competence profiles they had identified. However, the research project on key competences of adult learning professionals describes multiple usage of the competence profile which identified through the project. For example, it can be utilized for the purposes of induction/probation, assessment, labour agreement and qualification standard in spite of professional development purpose (Research voor Beleid, 2010).

Methodology. Our analysis showed that most of these international research projects identified common competences of adult learning facilitators through at least two stages in terms of methodology (cf. Research voor Beleid, 2010). Most of the research projects initially created a potential competence list that could be applicable to any adult learning facilitator based on document analysis. This list was later re-evaluated. Nevertheless, some studies conducted a three-stage analysis of the Delphi approach (cf. Bernhardsson & Lattke, 2011). The relevant people who evaluated the list of potential competences were mainly experts. Those experts were often people who were researchers, policy makers, administrators and trainers of facilitators. In most cases, trainers of facilitators played a key role in the competence identification process, but rarely listened to the opinions of facilitators and their immediate administrators. And adult learners were not listened at all by these research projects at all. By involving adult learning facilitators, their immediate administrators and adult learners our research could fill this gap.

Form. When identifying competences for adult learning facilitators, most of the international research projects describe the competences in an integrated form which means they did not divide the competences into knowledge, skills and attitudes. However, the research project on key competences of adult learning professionals, conducted in 2010 covering 32 countries, does formulate the competences in a detailed way, dividing them into knowledge, skills and attitudes. However, we identify competences of adult learning facilitators in the integrated formulation because, as we described in the previous chapter, the conceptual framework we adopted in our research regarding the competence part allows us to define adult learning facilitators' competences in an integrated way.

Content. The first international research project 'A good adult educator in Europe' defines two domains of competences: personal and professional competences (Jääger & Irons, 2006). Both domains are composed of several sub-competences. The personal competences include adult learning facilitators' personal features including self-esteem, tolerance, responsibility, communication, empathy and flexibility (Jääger & Irons, 2006). The professional competences on the other hand consist of three sub-dimensions: (1) knowledge about adults and their psychological characteristics relevant to teaching and learning and utilization of that knowledge in daily practices; (2) skills on motivating and activating learners and creating a learning environment that is suitable for adult learners' learning needs and styles; and (3) organization which stresses adult education facilitators' own reflection on their professional development (Jääger & Irons, 2006).

The second international research project on the validation of psycho-pedagogical competences of adult educators sets a competence profile through six categories. Each category of competences composes of certain competences. The 'knowledge' category covers the adult learners' psycho-social characteristics; group dynamic; and the content of what they teach (VINEPAC, 2008). The 'training/management' category involves needs assessments; preparation of training; delivery of training; and adequate usage of technology and resources (VINEPAC, 2008). The category on 'assessment and valorisation of learning' indicates assessing learners' needs, interests and learning styles; developing training plans based on collected data through assessment and monitoring of the learners' progress constantly; using a variety of methods (VINEPAC, 2008). The 'motivation/counselling' category covers tasks of sharing useful information to motivate learners to pursue their future

education and careers and of make referrals if learners need counselling beyond the facilitator's expertise (VINEPAC, 2008). The category on 'personal and professional development' includes professionals' self-interests on their professionalism and reflection on professional development needs and opportunities (VINEPAC, 2008). The final category is an open category that can be filled with tasks or activities relevant to teaching that are not mentioned in previous sets of competences and may be country specific (VINEPAC, 2008).

The third international research project on flexible professional pathways for adult educators, conducted in 2009, identified 33 sub-competences under three clusters of competences: 'learning', 'people' and 'practice' (Flexi-Path, 2010). The 'learning' cluster demonstrates all tasks and activities relevant to teaching and learning, for instance knowledge and skills related to the specific subject, effective teaching and learning methods, continuous monitoring and evaluation (Flexi-Path, 2010). The 'people' cluster indicates, in general, communication and collaboration tasks and activities within and outside of an institution (Flexi-Path, 2010'. The 'practice' cluster stresses tasks and activities of adult education practitioners within an institution, covering financial, marketing, leadership and staff development areas (Flexi-Path, 2010).

The fourth international research on key competences of adult learning professionals, which was conducted in 2010, identified seven generic and six specific competences for adult learning facilitators (Research voor Beleid, 2010). The generic competences are personal development; interpersonal competence; responsibility for their own profession and its development; subject-related expertise; the ability to use different learning methods, styles and techniques in working with adults; empowering adult learners; and the ability to deal with heterogeneity and diversity in groups (Research voor Beleid, 2010, p. 33). Specific competences include assessing adult learning needs; designing the learning process; facilitating knowledge acquisition and stimulating adult learners' own development; monitoring and evaluation of the learning process; advising or counselling; programme development; financial responsibility; managing human resources; being a general manager; marketing and public relations; supporting administrative issues; and being an ICT facilitator (Research voor Beleid, 2010, p. 33).

The last international joint study, entitled 'Core Competences of Adult Learning Facilitators in Europe', identified the following nine domains of common competences

of adult learning facilitators: 1) group management and communication; 2) subject competence; 3) supporting learning; 4) efficient teaching; 5) personal and professional competence; 6) stimulating learning; 7) learning process analysis; 8) self-competence; and 9) assistance of learners (Bernhardsson & Lattke, 2011, p. 40–41). Each domain of common competences includes certain sub-competences which are relevant to the containing domain. For instance, the domain of subject competence contains two sub-competences: having specialist knowledge in their own area of teaching and applying the specialist didactics in their own area of teaching (Bernhardsson & Lattke, 2011, p. 40). While the domain assistance of learners contains 10 sub-competences: creating safe learning atmosphere; enabling learners to apply what they have learnt; being attentive; encouraging learners to take over responsibility for their future learning processes; being empathic; encouraging collaborative learning among learners; providing support to the individual learner; listening actively; being available/accessible to learners; and assessing the needs of the learner (Bernhardsson & Lattke, 2011, p. 41).

What we can understand from the competences identified by these international research projects is that although these competences have identified in different ways and at different levels, all the lists of competences of adult learning facilitators are grounded on the same content, such as subject-matter competence; didactical competence; prior learning assessment competence, managing learning processes, supporting learners, monitoring and evaluation of learning processes, etc.

Conclusion. The existing international research projects identified universal competences for adult learning facilitators although certain dimensions all differ, while they have common features in terms of their purpose, content, participants, forms and fields. This analysis guides us in accomplishing our aims of identifying competences of adult learning facilitators in Mongolia in terms of their methodology, contents, and formulation. Moreover, this analysis identifies gaps in the existing studies that need to be filled out. For instance, we can clearly see that these universal competences have been identified through the perspectives of experts, particularly trainers of facilitators, but voices of the main groups involved in the adult learning and teaching process, specifically adult learning facilitators and their immediate administrators have not been loudly heard. Agreeing with Gilis et al (2008), we believe facilitators' own involvement in identifying their own common competences is crucial as they would more willingly accept and follow the competence profile once it is ready. Moreover, adult learners have rarely voiced their opinions on the competences of adult learning facilitators. We

strongly believe their voices need to be heard when identifying competences for their facilitators because they know more about their own conditions for learning and teaching. Thus, our research includes adult learners as a research participant group, together with other two groups of adult learning facilitators and administrators, in the identification process of competences for adult learning facilitators in Mongolia. In the following, we elaborate on country specific competences for adult learning facilitators to see how they inform our research.

Country specific competences of adult learning facilitators

Country specific cases of the common competences of adult learning facilitators exist, but particularly in European countries due to the competence-based training and education movement. For instance, Germany defines five competence categories: personal competences, social competences, didactical competences, methodological competences, and societal and institutional competences (Bechtel, 2008). Similarly, Switzerland identifies six categories of competences: societal and institutional competences, educational planning and management competences, didactical competences, subject-related pedagogical competences, social competences and personal competences (Bechtel, 2008). In the United Kingdom, according to the professional standards for all teaching staff in the lifelong learning sector, there are six domains of common competences: professional values and practice, learning and teaching, specialist learning and teaching, planning and learning, assessment and learning, and access and progression (Lifelong Learning UK, 2007). In Estonia, the standard for adult learning facilitators describes the following domains of competences as obligatory: preparation of the learning process, conduct of the learning process, analysis and evaluation of the learning process and the learning outcomes, and professional self-development (National Standard Authority of Education, 2011).

Apart from European countries, there are a few other countries that utilize competence profiles for their adult learning facilitators. For instance, in the United States, adult education teacher competences are described in four domains: monitoring and managing student learning and performance through data, planning and delivering high-quality, evidence-based instruction, effectively communicating to motivate and engage learners, and pursuing professionalism and continually building knowledge and skills (American Institutes for Research, 2015). In Namibia, the national standard for adult learning facilitators consists of four categories: knowledge as an adult educator,

practice as an adult educator, relationships as an adult educator, and ethics and professionalism as an adult educator (Ellis & Richardson, 2012). The practice category contains the necessary attributes of adult learning facilitators, for example literacy and numeracy development, design and implementation, administration and management, and assessment and evaluation (Ellis & Richardson, 2012). In Singapore, the qualification standard for adult learning facilitators has been implemented in practice (Singapore Workforce Development Agency, 2012), but they do not explicitly show specific attributes of competences.

This description of competence profiles used in particular countries shows that although they have difference names, the content is essentially the same.

Common competences for adult learning facilitators

From all these competence profiles for adult learning facilitators that are identified through international research projects and used in specific countries, we have concluded that there are common competences for adult learning facilitators focusing on their teaching roles, and regardless of sub-fields. These are as follows:

1) Assessment of adult learning needs
2) Subject-related specialization
3) Designing and planning programmes for adults
4) Didactical and methodological competences
5) Monitoring, evaluation, and progression of learning
6) Motivating, supporting and counselling adult learners
7) Social competences including communication and group management
8) Institutional competences (understanding aims and functions of the institutions and supporting administrative functions of the institutions)
9) Personal or self-competences (personal traits)
10) Professionalism

We have listed these competences based on their presence in the studies that we have described in the above. However, we should note that they are not listed in order or importance.

Core common competences of adult learning facilitators

Researchers have identified core common competences for adult learning facilitators. For instance, van Dellen and van der Kamp (2008) put forward four core competences required by adult learning facilitators regardless of the sub-fields they work in. They suggest that learning needs assessment, development and usage of training methods and techniques, planning and managing learning processes, and subject specialism and professional development are the core competences for adult learning facilitators (van Dellen & van der Kamp, 2008). Similarly, Wahlgren (2016) proposes four core competences of adult learning facilitators though their competences are dependent on national, working, and cultural contexts. These are: subject-related knowledge, considering prior learning experiences of learners, supporting the learning environment, and reflecting on one's own professional and personal development (Wahlgren, 2016). From our analysis on the content of the competences, we could say the most commonly mentioned competences are the core competences. These are: subject-matter competence, didactical competence, assessment of adult learning needs, facilitation of learning that incorporates planning, monitoring and evaluation processes, and professional development competence. Although these competences are given different names, the core competences seem to concentrate on the following four categories: learning needs assessment, subject specialization, planning and managing the learning processes, and professionalism.

2.3.3. Competence development: Professionalization of adult learning facilitators

Bron and Jarvis (2008) claim that professionalization is a socialization process in which someone becomes a professional by learning a specific 'language' that is used in that specific professional community, as well as by developing competences that are used only by those professional community members. Similarly, Milana and Larson (2010) suggest that professionalization is the process through which facilitators build their professionalism. Building on these definitions, we understand professionalization as a developmental process that enables adult learning facilitators to acquire and improve the competences they need to perform their daily tasks and activities efficiently. Thus, professionalization includes formal and informal professional development programmes and activities that are dedicated to developing the competences of adult learning facilitators. Formal professional development programmes incorporate pre-service, induction- and in-service professional development programmes (Schwille & Dembélé,

2007), which can be offered by both higher educational institutions and other agencies. Informal professional development activities may be professional development activities that adult learning facilitators take part in on their own initiative.

Two dimensions for adult learning facilitators' competence development have been highlighted by van Dellen and van der Kamp (2008). The *first dimension* refers to "collective professionalism", which is composed of professional competences that shape a profession and should be learned by practitioners collectively in order to be accepted as professionals. The *second dimension* indicates "individualism and daily pragmatism" in the work context (van Dellen & van der Kamp, 2008), which happens when practitioners lose their professionalism due to contextual and personal constraints (van Dellen & van der Kamp, 2008). Clearly, collective professionalism should be practiced in order to be accepted as a profession and recognized as professionals. Hence, professionalization needs to focus on practicing collective professionalism. As mentioned, in our research we aim to create a knowledge base for use in the professionalization process that is practiced collectively.

We have finished the literature review chapter here.

CHAPTER THREE
METHODOLOGY

Chapter Three presents the methodological aspects of the research to answer the research questions posed in the Chapter One. In particular, we provided the research design, sites and participants and their samples and ethical issues.

3.1. Research design

This research employed the mixed methods design which is a combination of qualitative and quantitative methods for collecting, analysing and interpreting data (Creswell & Plano Clark, 2007; Shoonenboom & Johnson, 2017). This type of research design enables the collection of in-depth knowledge that is validated through different methods (Shoonenboom & Johnson, 2017). There are four major types of the mixed methods research: 1) triangulation; 2) embedded; 3) explanatory; and 4) exploratory designs (Creswell & Plano Clark, 2007). This research employs both embedded and triangulation designs (Figure 5).

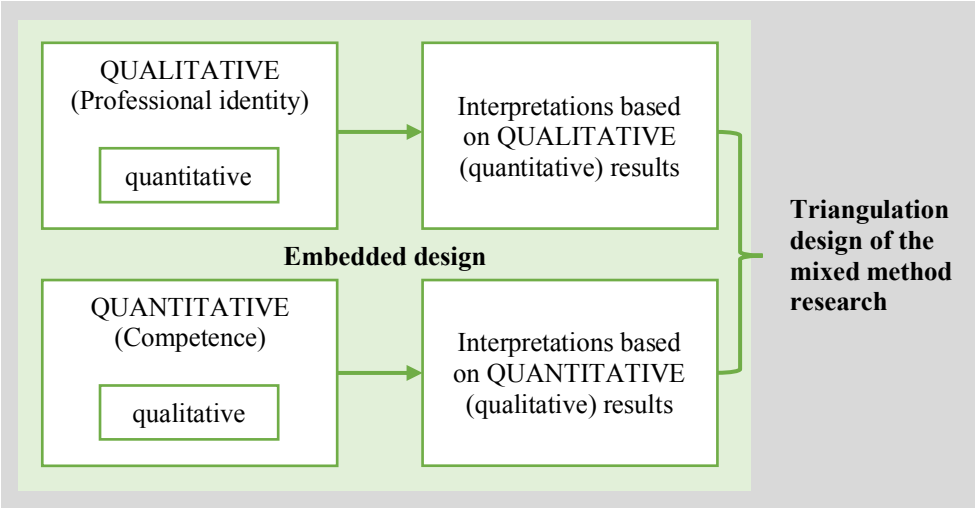

Figure 5. Overall depiction of the mixed methods design based on the depiction of Creswell and Plano Clark, 2007

Our research uses the embedded design "in which one data set provides a supportive, secondary role in a study based primarily on the other data type" (Creswell & Plano Clark, 2007, p. 67). The embedded design could be either qualitative data collected within the framework of a quantitative methodology or quantitative data collected within the framework of a qualitative methodology (Creswell & Plano Clark,

2007). This research includes both directions of the embedded design: 1) when exploring professional identity of adult learning facilitators, we primarily focused on qualitative data, but also included quantitative data to support the main data; and 2) when identifying common competences for adult learning facilitators, we primarily focused on quantitative data, but also included qualitative data to support the main data (See the figure 5). We collected these different types of data simultaneously.

Triangulation was employed to analyse, discuss and conclude interpretations that were primarily based on the qualitative results on professional identity and on the quantitative results on the common competences of adult learning facilitators. Consequently, this research methodology was designed as embedded, including both directions, and it also used triangulation. This combination enabled us to explore the issues in depth and to produce valid and reliable data. The detailed research design including data collection and analysis methods is shown in Figure 6.

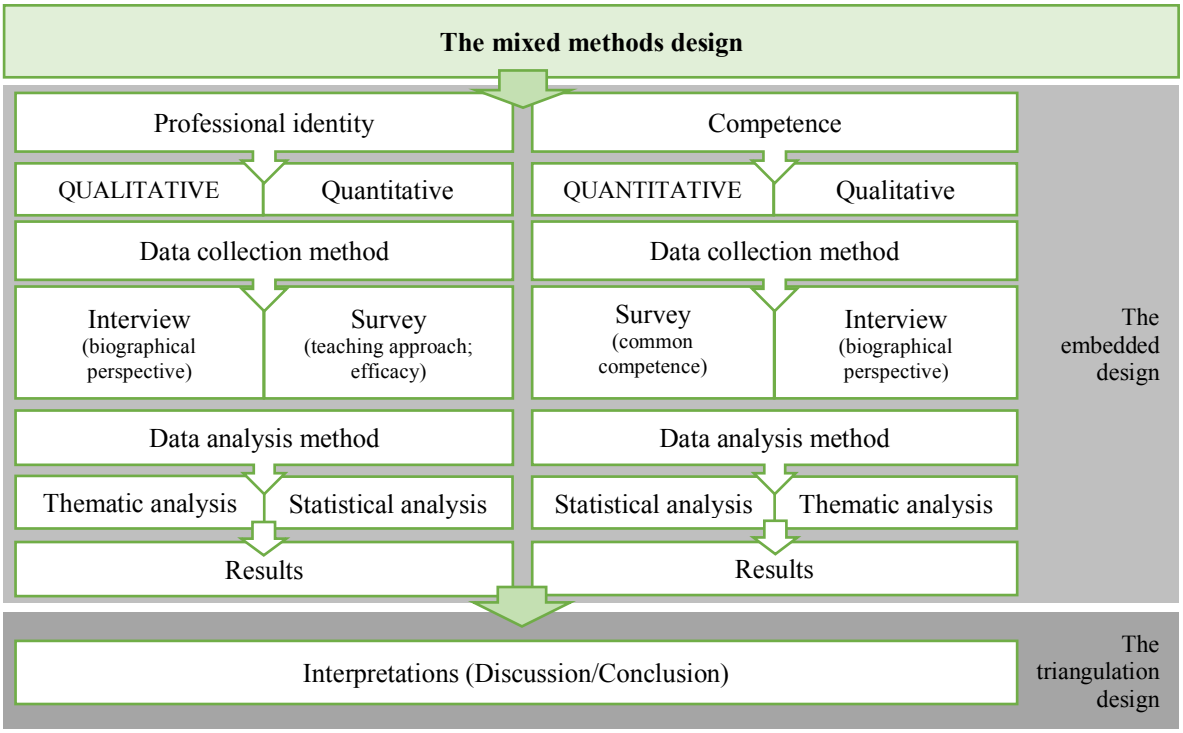

Figure 6. Detailed research design

3.2. Data collection methods

We employed interviews as a qualitative approach and a survey as a quantitative approach. We describe these methods separately.

Interviews with a biographical perspective

We used interviews with a biographical perspective as the primary method for exploring the professional identity of adult learning facilitators in Mongolia. Bron and Jarvis (2008, p. 41) emphasize that the biographical perspective could be the most suitable approach for understanding how people become professionals and how their professionalism changes over time. This idea is echoed by Kelchtermans (2009), as he uses interviews with a biographical perspective to study teachers' professional identity. He created the professional self-understanding theory which we used in this research. Kelchtermans (2009) explains the biographical perspective as follows:

> "Central to this approach [biographical perspective] is the idea that human existence is fundamentally characterized by temporality. People have a personal history. Their life develops in time, between birth and death. Interpretations, thoughts, and actions in the present are influenced by experiences from the past and expectations for the future (Kelchtermans, 2009, p. 260)."

What we infer from these highlights is that professional identity is a dynamic notion that is shaped and reshaped continuously over time and in different contexts. Thus, how a group of individuals define themselves as professionals in the present is influenced by their past experiences, as well as their future visions. In light of this, it is necessary to hear their biographies. In order words, we also need to answer the questions "who were they?" and "who do they want to become?" in order to understand the question "who are they at this moment?" Moreover, as we showed in the Chapter Two, the existing empirical studies on the professional identity of adult learning facilitators (e.g., Milana & Larson, 2010; Brown, Karmel, & Ye, 2012) employed interviews with a biographical perspective as a data collection method. Thus, building on the suggestions from authors and the existing empirical studies, we selected interviews with a biographical perspective as the primary method for exploring the professional identity of adult learning facilitators. We utilized semi-structured interviews within a biographical perspective because this method is particularly useful when exploring someone's (professional) identity (Anderson & Kirkpatrick, 2015; Kelchtermans, 2009; Horsdal, 2002).

We developed the interview questions drawing on existing empirical studies (e.g., Milana & Larson, 2010; Brown, Karmel, & Ye, 2012; Andersson, Köpsén, Larson, & Milana, 2013) but adjusted them to the Mongolian context. The interview

questions can be grouped into several clusters: 1) questions on self-image (definition of the profession and professionals, as well as strategies, methods and techniques of adult learning and teaching); 2) questions on job motivation (reasons for joining and staying in the field); 3) questions on tasks (activities); 4) questions on self-esteem (successes and failures as professionals); 5) questions on future perspectives (visions about the future in a professional context); 6) questions regarding competences (common and core competences and acquired competences); and 7) questions on professionalization as a competence development processes. We enclose the full version of the interview questions in this dissertation (See Appendix 1).

Survey

The research utilized three kinds of self-reported surveys: the approaches of teaching inventory; teaching efficacy; and common competences of adult learning facilitators (See Appendix 2 which integrates these tools as one survey). The first two surveys were used to collect data that supplements the qualitative data on professional identity of adult learning facilitators. The rest of the survey on common competences was employed as the primary data collection method to identify common competences for Mongolian adult learning facilitators.

Approaches to teaching inventory (Trigwell & Prosser, 2004)

Adult learning facilitators' teaching approaches can tell us a lot about their professional identity. Therefore, the approaches to teaching inventory (ATI) questionnaire was used to reveal their teaching approaches. The ATI, developed by Trigwell and Prosser in 1996 and modified several times since then, encompasses two distinct approaches to teaching; namely, the student-centred approach or conceptual change/student focus, and the teacher-centred approach or information transmission/teacher focus (Trigwell & Prosser, 2004). A number of studies have shown positive relationships between teaching approaches and student learning outcomes (e.g., Kember, 1997; Trigwell & Prosser; 1996; 2004; Trigwell, Prosser & Waterhouse, 1999; Hancock, Bryan & Nason, 2003; Baeten, Struyven & Dochy, 2013). In other words, the student-centred approach positively correlates with students' deep learning strategies, while the teacher-centred approach shows a positive relationship towards students' surface approach to learning (Trigwell & Prosser, 2004). This indicates that the student-centred approach should be prioritized over the teacher-centred approach. Moreover, as we discussed in the Chapter

Two, andragogical teaching principles and a student-centred approach are mutually beneficial. We note that the current research identified adult learning facilitators' teaching approaches based on their own self-reflection without observing adult teaching practices. This instrument has been used in several studies to measure university teachers' teaching approaches (Trigwell & Prosser, 2004; Nevgi & Löfström, 2015). Inasmuch as university teachers can be considered teachers of adults, we suggest this instrument is suitable for the current research. We attach the full version of the instrument in this dissertation (See Appendix 2).

Teaching efficacy (Chang, Ling & Song, 2011)

How adult learning facilitators evaluate their teaching efficacy indicates their self-esteem, which is expressed by the question of how well they are doing in their job as adult learning facilitators. Chang, Ling and Song (2011) highlight that "when a teacher makes an efficacy judgment, it is necessary for him/her to assess his/her strengths and weaknesses in relation to the requirement of the task at hand" (p. 51). In light of this, the researchers developed a teaching efficacy instrument consisting of six different domains of teaching tasks based on the previous studies. The six domains of the instruments are course design; instructional strategy; technology use; class management; interpersonal relation; and learning assessment (Chang, Ling & Song, 2011). The instrument was developed and analysed based on data from university faculty members in Taiwan. In addition, the reliability of the instrument was confirmed through research conducted in Vietnam (Duong, Nguyen & Nguyen, 2017). We attach the full version of the instrument in this dissertation (See Appendix 2).

Common competences of adult learning facilitators (Bernhardsson & Lattke, 2011)

The survey on the common competences was adapted from the joint research project "Core competences of adult learning facilitators in Europe " which was implemented in 2009–2011, covering 10 European countries. The research project developed a survey on common competences based on a literature and document analysis of countries involved in the project (Bernhardsson & Lattke, 2011). The survey consisted of three parts. The first part comprised questions on competences of adult learning facilitators structured in nine domains (personal qualities; interpersonal behaviour and communication with learners; cooperation with the external environment; planning and management; access and progression of learners; subject-related, specialist domain;

monitoring and assessment of learning processes; didactical and methodological domain; and personal development and reflection). The second part of the instrument asked for opinions from respondents on the development of occupational and professional fields. The third part of the instrument consisted of questions on personal particulars, for instance, age, gender and educational background. (Bernhardsson & Lattke, 2011). This was the initial version of the instrument which was used in the research with a three-waved Delphi method. The instrument intended to identify the core competences of adult learning facilitators who teach adults. For this reason, the instrument satisfied our research aims of identifying common competences for adult learning facilitators at lifelong education centres in Mongolia.

However, we did not use this instrument as it was. We made a two-phased revision on the selected first wave (or initial) survey of the joint project. First, we created a new version of the survey by adding missing relevant competences, specifically, those which were suggested only after the first wave survey in the original pilot (cf. Bernhardsson & Lattke, 2011). Second, we compared this new version with Mongolian adult learning facilitators' tasks and activities described in the official ministerial document (See Appendix 3). As a result, we created a final survey consisting of 10 domains of common competences with 80 items, which is attached to this work (See Appendix 2). This instrument was also used to collect data from adult learners and administrators at lifelong education centres, not just adult learning facilitators, while the previous two instruments were only used to collect data from adult learning facilitators.

Survey pilot

In March 2019 we piloted the three quantitative instruments in two rounds. In the first round, we piloted the instruments involving 30 adult learning facilitators, as well as 30 adult learners at lifelong education centres online using Qualtrics software to test the internal reliability of the instruments. We used 30 individuals because this sample size has been proven to be the minimum number for pre-testing quantitative instruments (Perneger et al., 2015). Cronbach alpha of ATI ranged from .306 to .686 and the instrument of teaching efficacy ranged between .583 and .880. Cronbach alpha of the common competence instrument ranged from .689 to .920 for adult learning facilitators and from .547 to .940 for adult learners. We have attached the test results of this round in this research (See Appendix 4). In the second round, we carried out tests on the reliability of internal consistency and principal factor analysis using our final data

collected from 277 research participants in 2019. The analyses showed acceptable results in terms of test coefficients. We have attached the detailed results of the two tests in this work (See Appendix 5).

3.3. Data analysis methods

We utilized thematic and statistical analysis methods to analyse and interpret the collected data. Our statistical analyses are shown in the next chapter, while here we focus on elaborating a thematic analysis we used to analyse the qualitative data.

Thematic analysis

A thematic analysis is an independent research method that can be employed to find answers of any qualitative inquiry (Braun & Clarke, 2006; 2020; Clarke & Braun, 2013; 2020; Kiger & Varpio, 2020; Nowells et al, 2016). A thematic analysis is a method that searches for, identifies and reports repeated patterns of meanings across an entire data set (Braun & Clarke, 2006; 2013; 2020). This is a useful method when attempting to understand a set of common experiences, thoughts, beliefs and behaviours that are explicitly and implicitly expressed and illustrated across the entire data set (Braun & Clarke, 2006; Clarke & Braun, 2013). This method enables us to define and summarize the main features of the entire data set and to generate collective understanding or knowledge about the studied notions. Thematic analyses are often defined as a tool rather than a method (Braun & Clarke, 2006; Clarke & Braun, 2013) because 'thematic coding' has commonly been used in different qualitative studies (e.g. the grounded theory, discourse analysis, etc.) as a basic tool to analyse data. However, Braun and Clarke (2006) argue that thematic analysis itself could serve as a method because (1) "thematic analysis can be an essentialist or realist method which reports experiences, meanings and the reality of participants"; (2) "it can be a constructionist method which examines the ways in which events, realities, meaning and experiences and so on are the effects of a range of discourses operating within society"; (3) "it can be a 'contextualised' method sitting between the two poles of essentialism and constructionism and characterized by theories, such as realism, which acknowledge the ways individuals make meaning of their experiences and, in turn, the ways the broader social context impinges on those meanings, while retaining focus on the material and other limits of reality" (p. 81). Thus, thematic analysis is a method that can be used to

reflect realities and unravel those realities (Braun & Clarke, 2006; Clarke & Braun, 2013).

A thematic analysis is a step-by-step approach which consists of six phases when analysing, identifying, reporting common meanings that are found from an entire data set (Braun & Clarke, 2006; Kiger & Varpio, 2020; Table 3.1).

Table 3.1

Thematic analysis phases

Phases		Description of the processes
1	Familiarizing with data	Transcribing data, reading and rereading noting down initial ideas
2	Generating initial codes	Coding interesting features of the data across the particular and entire data
3	Searching for themes	Collating codes into potential themes gathering all data relevant to each potential theme
4	Reviewing themes	Checking if themes work in relation to the coded extracts and the entire set of the data, generating a thematic map of the analysis
5	Defining and naming themes	Ongoing analysis to refine the specifics of each theme and the overall story that analysis tells, generating clear definitions and names for each theme
6	Producing the report	Selection of vivid, compelling extract examples, final analysis of selected extracts, relating back to the research questions and literature and reporting

Source: Braun & Clarke, 2007, p. 87

It is clear what researchers have to do in each phase of the analysis, which gives them the opportunity to analyse the data rigorously following the phases.

3.4. Research sites

We selected independent lifelong education centres in the districts of Ulaanbaatar and other provincial centres for two reasons: (1) independent lifelong education centres attract more adult learners as they have more human, financial and physical resources than dependent centres; and (2) independent centres that have their own premises and are not based in schools attract more adult learners because adults tend to feel shy going to lifelong education centres in secondary schools due to their misconception that school is only for children (NFDE, 2009; Zagir, 2014). Focusing on independent lifelong education centres, we were able to identify a complete set of common competences for adult learning facilitators thanks to our assumption that adult learning facilitators at these centres perform all types of activities and tasks, unlike their counterparts at dependent centres. Primarily, we were based in independent lifelong education centres in the districts of Ulaanbaatar, which is home to nearly half (46.7%) of the Mongolian population (NSO, 2020), which means that these independent centres

have more adults to serve than centres in other areas do. Among these independent centres in Ulaanbaatar that have their own or rented premises other than school buildings, we selected the following five centres as the primary research sites: (1) Baganuur district lifelong education centre; (2) Bayangol district lifelong education centre; (3) Bayanzurkh district lifelong education centre; (4) Sukhbaatar district lifelong education centre; and (5) Khan-Uul district lifelong education centre. Our research also covered three other independent centres in Ulaanbaatar (Songinokhairkhan, Chingeltei and Nalaikh districts) and 10 provincial areas (Orkhon, Darkhan, Arkhangai, Uvurkhangai, Gobi-Altai, Zavkhan, Umnugobi, Khovd, Khentii and Sukhbaatar). In total, our research involved 18 independent centres out of 22 independent lifelong education centres.

3.5. Research participants and their background

The research participants consisted of three different groups; namely, adult learning facilitators, administrators (directors and managers) and adult learners. In total, we interviewed 35 adult learning facilitators, while surveys on teaching approaches, teaching efficacy and common competences were collected from 105 adult learning facilitators, which included the interviewed facilitators. Moreover, 22 administrators and 150 adult learners were surveyed (Table 3.2).

Table 3.2

Research participants and their background

Background details		ALFs		Administrators		Adult learners	
		n	%	n	%	n	%
Total number of participants		105	100.0	22	100.0	150	100.0
Gender	Male	16	15.2	2	9.1	28	18.7
	Female	89	84.8	20	90.9	122	81.3
Years of work experience	0–3	32	30.5	8	36.3	N/A	
	4–6	38	36.2	7	31.8		
	7+	35	33.3	7	31.8		
Highest education level	Primary	-	-	-	-	3	2.0
	Lower secondary	-	-	-	-	7	4.7
	Upper secondary	1	1.0	-	-	45	30.0
	Vocational	-	-	-	-	10	6.7
	Higher	104	99.0	22	100	85	56.7
Qualification	Majored in teaching	92	87.6	N/A		N/A	
	Not majored in teaching	10	9.5				
	Majored in lifelong education teacher	3	2.9				

Although not representative, our research covered 73.4% of all adult learning facilitators at independent centres; 22.3% of all adult learning facilitators in the country; 35.4% of all administrators, as well as 10% of total adult learners who attended long-term adult education programmes in 2019.

The backgrounds of adult learning facilitators

- Age: The mean age of adult learning facilitators was 37.90 (*SD* = 9.973), ranging from 22 to 61 years old.
- Gender: The gender ratio of male and female facilitators was 16:89. Most adult learning facilitators (84.8%) were female. This is not surprising because women make up the majority of the total workforce in Mongolian educational sector.
- Work experience: The mean work experience of adult learning facilitators was 5.86 (*SD* = 4.039), ranging from 1 to 19 years of working experience. 30.5% had 0-3 years of work experience, 36.2% had 4-6 years of working experience, while 33.3% had been working for more than seven years as adult learning facilitators at lifelong learning centres. As seen in Table 4.1, those who were quite stable in their job positions joined the research, although one of the biggest challenges in the field has been the high turn-over rate of its facilitators (Yembuu, 2019). This may happen because participants of this research are based at independent lifelong education centres located in Ulaanbaatar districts and provincial centres.
- Education: 99% had higher education, while 1% had no higher education.
- Qualifications: Adult learning facilitators must have teaching specializations according to the policy (MECS, 2010a). A total of 87.6% majored in teaching, but this was specialization in teaching certain subjects to children at the general educational level. Only 2.9% were specialized in teaching for lifelong education. These were graduates from the Department of Lifelong Education at Mongolian National University of Education. However, 9.5% had no teaching specialization but were still active in the field.
- The background of adult learning facilitators that were interviewed: We interviewed 35 adult learning facilitators at the five lifelong education centres. Their mean age was 35.9 years (*SD* = 9.72) and the ratio of women and men was 33:2. The mean working experience was 5.48 years (*SD* = 4.03).

Administrators' background

- Age: The mean age of administrators was 42.36 (*SD* = 9.654), ranging from 24 to 58 years old.
- Gender: The ratio of male and female administrators was 2:20.
- Work experience: The mean work experience was 7.05 (*SD* = 6.403), ranging from 1 to 20 years of working experience.
- Education: All administrators had higher education degrees.

Adult learners' background

- Age: The mean age of adult learners was 38.52 (*SD* = 12.321), ranging from 15 to 71 years old. About a third (34%) were aged 30-39, while 21.3% were aged 40-49. Another 20% were aged 20-29, while 14% were aged 50-59. Those aged 60 and above made up 6% of the total, while those aged 15-19 made up 4.7%.
- Gender: Most adult learners (81.3%) were female. We do not know why female participation was so high. It may be because the programmes might attract more female participants or women might be more active in taking on programmes than their male counterparts. Existing studies on adult learning participation show mixed findings when it comes to gender. For instance, men tended to participate more in on-the-job training, while women tended to participate more in leisure-oriented training (Desjardins, Rubenson & Milana, 2006; Desjardins, 2015).
- Education: More than half of adult learners (56.7%) had higher education qualifications, while only 6.7% had only primary and lower secondary education. As we understood, non-formal adult education in Mongolia primarily targets the less-educated to improve their quality of lives through alternative educational offerings (cf. Yembuu, 2019). However, our results show that this group seem to participate less in lifelong education programmes. This is in line with international findings. Previous studies stated that those who need more education participate less (Desjardins, 2015). Thus, there should be a comprehensive strategy to increase less-educated adult learners' participation in education. We believe that this research could contribute to this goal by referring to the issue of competent professionals.

3.6. Ethical considerations

The research received ethical clearance from the Research Ethics Committee of the Faculty of Education and Psychology, Eötvös Loránd University on February 11

(ID: 2019/45; See Appendix 6) and June 25, 2019 (ID: 2019/232; See Appendix 7) and Mongolian Institute for Educational Research on August 23, 2019 (ID: 2019/154; See Appendix 8). We also received official permission to conduct the fieldwork at lifelong education centres from the National Centre for Lifelong Education on March 06, 2019 (ID: 35/19; See Appendix 9). We note here that our fieldwork was financially supported by the grant of the Civil Society Scholar Award of the Open Society Foundation (IN2019–53593).

Participation in this research was voluntary. The research participants were well informed about the research aims and their rights. Numbered codes for all names are used when reporting the findings.

3.7. Data collection procedure

The data collection procedure consisted of three stages: before, during and after data collection.

Before the data collection: First, we translated all instruments and other relevant documents from English into Mongolian. Specifically, the surveys were translated and the Mongolian versions were reviewed by an officer from the National Centre for Lifelong Education before the pilot, which took place in Spring 2019. Other relevant documents such as informed consent (See Appendix 2), permission for data processing and storage, etc. were translated into Mongolian as well. Then, we duplicated the surveys and documents after receiving the approval. We then contacted and confirmed a data collection work plan with all lifelong education centres, which we present below.

During the data collection: We collected the research data between September and December 2019. We show the detailed data collection period below (Table 3.3).

Table 3.3

Data collection period by lifelong learning centres

#	Centres	Activities	Time period
1	Bayangol district lifelong education centre	● Interview and survey 5 adult learning facilitators ● Survey 2 administrators ● Recruit and survey 30 adult learners ● Other (collecting relevant docs, etc.)	09/04 – 09/20
2	Khan-Uul district lifelong education centre	● Interview and survey 7 adult learning facilitators ● Survey 2 administrators ● Recruit and survey 30 adult learners ● Other (collecting relevant docs, etc.)	09/11 – 10/02

3	Sukhbaatar district lifelong education centre	● Interview and survey 5 adult learning facilitators ● Survey 2 administrators ● Recruit and survey 30 adult learners ● Other (collecting relevant docs, etc.)	09/25 – 10/20
4	Bayanzurkh district lifelong education centre	● Interview and survey 14 adult learning facilitators ● Survey 2 administrators ● Recruit and survey 30 adult learners ● Other (collecting relevant docs, etc.)	10/04 – 10/30
5	Baganuur district lifelong education centre	● Interview and survey 6 adult learning facilitators ● Survey 2 administrators ● Recruit and survey 30 adult learners ● Other (collecting relevant docs, etc.)	10/28 – 11/13
6	Other independent lifelong education centres	Survey adult learning facilitators (Songinokhairkhan, Chingeltei and Nalaikh districts of Ulaanbaatar; and Orkhon, Darkhan, Arkhangai, Uvurkhangai, Gobi-Altai, Zavkhan, Umnugobi, Khovd, Khentii and Sukhbaatar provinces)	09/15 – 11/30

The researcher visited 10 independent centres in person (eight centres in Ulaanbaatar and two centres in provincial areas). And officers of the National Centre for Lifelong Education helped to collect surveys from eight other centres.

Data collection protocol: All adult learning facilitators at the lifelong education centres were invited for interviews and surveys. Based on their voluntary participation, we set an interview appointment with each facilitator. Before the interview, the facilitators were asked to fill out the survey so they would have an idea about the interview questions. Also, we explained data processing and storage policy to the interviewees and received their signatures on the designated forms. The duration of a single interview ranged from 45 to 80 minutes. All interviews took place in an environment where only an interviewer and an interviewee were present. Interviewees were free to pause to reflect on any questions and we did not hurry them to answer during interviews. All the interviews were recorded. Before completing the survey, the adult learners in particular received detailed explanations about the survey and respondents were able to receive clarifications during the survey. The survey took approximately 30 minutes for adult learners to complete, 40 minutes for administrators, and 50 minutes for adult learning facilitators. These time differences were caused by the distinct survey components used for different types of respondents. The most challenging part of collecting surveys was recruiting adult learners who were attending long-term adult programmes at the centres. The cause of this was the flexibility of programmes and the low rate of adult learners' participation. Thus, collecting surveys from 150 adult learners took lots of time, requiring repeated visits to the centres. We also collected relevant secondary data from the National Centre for Lifelong Education.

After the data collection: In this stage, we checked the collected data for analysis, which is described below in the data analysis procedure.

3.8. Data analysis procedure

We employed different analysis methods in line with the data that was generated using the qualitative and quantitative data collection methods. In this sub-chapter, we present our data analysis procedure.

Qualitative data analysis

We analysed the qualitative (interview) data following the specific phases of the thematic analysis. *In the first phase,* we transcribed all 35 interviews with adult learning facilitators verbatim, resulting in 264 pages of transcripts. *In the second phase,* we generated initial codes for each question, for each interviewee and each topic (e.g. self-image as professionals, job motivation, self-esteem, etc.). We show an example of how we generated the initial codes based on an extract from an interviewee (Figure 7).

Data extract	Coded for
I think that adults have high expectations from their facilitators. Thus, it is necessary that we need to be careful in everything including speaking and communication. They have very high expectation from their facilitators because they are adults. Adult learning facilitators need to know and understand about adults' needs, their psychology and age features.	• High expectation from adults • A well prepared and careful facilitator • Good communication skills • Knowledge about adults' needs, their psychological and age characteristics

Figure 7. Data extract with codes applied

In the third phase, we searched for trends that were repeated throughout the data (35 interviews) by each question or topic. For instance, we searched for trends focusing on the question of why facilitators keep working in the field as part of their job motivation across the entire data (Figure 8).

Reasons to keep working as an adult learning facilitator	
Themes	Reasons
Pleasant working environment	Good leadership
	Supportive colleagues
Closeness of the mandatory retirement age	There is no need to change the career and job because they are expected to retire soon.
Helping adults who need education and support	There is no-one who could help adults who need education and support instead of them
	Helping others is a meaningful thing to do in a life.
Helping adult learning facilitators themselves to grow their competences	Adult learning facilitators are able to improve their skills and abilities working with diverse adults.
Growing interest and getting attracted to their job	As working, they are more interested and attracted to their job.
Indebted to the centre or the field	They started and have been growing as professionals because of their job in this centre or field.

Figure 8. Searching themes focusing on the certain question through the entire data

Likewise, we searched themes focusing on each question within each topic (e.g. self-image, self-esteem, future plans, etc.). *In the fourth stage,* we checked and reviewed the initial trends and grouped them if possible (Figure 9).

Reasons to keep working as an adult learning facilitator		
Themes as groups	Themes	Reasons
The external reasons	Pleasant working environment	Good leadership
		Supportive colleagues
	Closeness of the mandatory retirement age	There is no need to change the career and job because they are expected to retire soon.
The internal reasons	Helping adults who need education and support	There is no-one who could help adults who need education and support instead of them
		Helping others is a meaningful thing to do in a life.
	Helping adult learning facilitators themselves to grow their competences	Adult learning facilitators are able to improve their skills and abilities working with diverse adults.
	Growing interest and getting attracted to their job	As working, they are more interested and attracted to their job.
	Indebted to the centre or the field	They started and have been growing as professionals because of their job in this centre or field.

Figure 9. Reviewed themes

In the fifth stage, we finalized the trends and added relevant extracts that could prove the finalized trends (Figures 10).

Reasons to keep working as an adult learning facilitator			
Themes as groups	Themes	Reasons	Interview extracts
The external reasons	Pleasant working environment	Good leadership	Our administrators are very good at what they have to do. They lead well, communicate efficiently with us and mak things that enable us to work longer periods here. If there would be pressures from administrators, I would feel toug (Interviewee #15)
		Supportive colleagues	Our centre is very nice. We, as colleagues, help each othe When you have a big problem, it is really nice to have colleagues to talk. That is the thing that make me not to th about changing my current job. (Interviewee #22)
	Closeness of the mandatory retirement age	There is no need to change the career and job because they are expected to retire soon.	I have few years left for my retirement. If I change the job now, for example, no school would hire a person who is above 50 years old. So that, I thought that I should work h till I retire. (Interviewee #21)
The internal reasons	Helping adults who need education and support	There is no-one who could help adults who need education and support instead of them	Since 2013, I have been working as an adult learning facilitator in charge of family education. I really wish to g information and knowledge to young couples. Due to misunderstanding and other challenges happened in early stages of a marriage, many couples get divorced, let's say 5 thousand couples get divorced in a year and if one coupl has 1-2 children, then around 10 thousand children need t grow without a father or a mother. This makes me feel sad (Interviewee #11)
		Helping others is a meaningful thing to do in a life.	I think that people need to be changed their attitudes and people need to have positive attitudes. We all live once, s that it should be spent meaningfully and should something helpful for people. (Interviewee #19)
	Helping adult learning facilitators to grow their competences	Adult learning facilitators are able to improve their skills and abilities working with diverse adults.	People around me keep telling that you and your teaching skills have been improving a lot since you started to work with adults. So, I have realized that oh, I have been learnir while I am working here at this centre and I have possibil to learn more to work here like this. (Interviewee #14)
	Growing interest and getting attracted to their job	As working, they are more interested and attracted to their job.	As working here, I have been liked or attracted and interes my job. Particularly, I really like working with adults bec when I teach them about what they need, their eyes shine ask me about next trainings. This is so inspiring for me. (Interviewee #13)
	Indebted to the centre or the field	They started and have been growing as professionals because of their job in this centre or field.	It was very difficult [to work here] initially. I came here without knowledge and experiences on how to teach adult So, they supported me to take part in many professional trainings; as a result, I developed my skills for teaching adults. This made me to stay here for seven years. I started teaching career from this centre. I want to be persistent. (Interviewee #3)

Figure 10. Finalized themes with relevant interview extracts

Figure 10 shows that trends we defined on the question of why facilitators keep working in adult learning as a part of their job motivation. We classified these trends in two ways – the external and internal – which were the most repeated patterns in the whole dataset. Likewise, all trends were defined, reviewed and finalized with relevant interview extracts for reporting.

Quantitative data analysis

Chapter Four includes and highlights of all statistical tests performed and the data obtained.

We have finished the methodology chapter here.

CHAPTER FOUR
RESULTS

The research employed a combination of qualitative and quantitative approaches. We primarily used semi-structured narrative interviews with biographical perspectives to explore adult learning facilitators' professional identity. The survey method was used to identify common and core competences of adult learning facilitators, as well as their teaching approaches and efficacy. This chapter describes the research results. We present the research results in two sub-chapters; namely professional identity and common competences.

4.1. Professional identity of adult learning facilitators

We present our results of professional identity of adult learning facilitators through five constructs suggested by Kelchtermans (2009; 2018): self-image, job motivation, tasks, self-esteem and future perspectives.

4.1.1. Self-image of adult learning facilitators

According to Kelchtermans (2009), self-image pertains to how people perceives themselves as professionals. Within this construct, we inquired about how adult learning facilitators define their profession and themselves as professionals. Additionally, under this construct, we also looked at their adult teaching strategies and methodologies, because it indicates their main role that is specific to adults. We also describe adult learning facilitators' interpretations of their value for and impact on non-formal adult education.

Adult learning facilitation as a profession

We explored four tendencies on how adult learning facilitators define their profession: (1) a profession in which adult learning needs play a crucial role; (2) a profession transmitting knowledge and skills to adults; (3) a challenging and pressure-filled profession; and (4) a mutually beneficial profession (Table 4.1).

Table 4.1

Adult learning facilitation as a profession

(1) A profession in which adults'	Adult learning facilitation is about that potential learners should be assessed first, and based on their needs, we provide the necessary knowledge and skills. The main characteristic of the profession is that we need to examine study those

learning needs play a crucial role	people in what area they need to learn and improve. Fulfilling the learning needs of adults is our responsibility. (Interviewee #3) First of all, an adult learning facilitator is able to identify adult learning needs. Then, he/she can offer a training that meets the identified needs. (Interviewee #12) The main characteristic is people's needs. What needs exactly they have is important to further identify what kinds of activities we offer (training, seminars, interviews, open days) and what methodologies we use in those activities. (Interviewee #13) Adult learning facilitators are able to assess the learning needs of adults and offer a training based on the identified needs. (…). There is no need for a training that does not meet adults' learning needs. (Interviewee #23) Briefly, adult learning facilitation is about conducting a training that meets adults' needs and requirements. (Interviewee #27)
(2) A profession transmitting knowledge and skills to adults	The main feature of the profession is we teach people who are out of schools and who are illiterate. Also, we help them to improve their life skills and hep them to improve their quality of lives. (Interviewee #24) An adult learning facilitator needs to be knowledgeable and skilful in many areas and disseminate those knowledge and skills to adults. (Interviewee #25) Citizenship education is very important. People fail because they do not know things that they should know. Adult learning facilitation is a profession that disseminates needful information to adults. (Interviewee #30)
(3) A demanding and pressure-filled profession	There is only one lifelong education centre in our district. In that sense what we teach is very visible. If I go to a training session without proper preparation, it is very easy to blame our centre. So, we have a very big responsibility. This is sometimes very pressuring for me. (Interviewee #2) In my tailoring training, there are adults who are very skilful in sewing types. Since they are skilful, it is not enough to give them basic knowledge or skills, so I try to give advanced things. It always requires me to improve myself. (Interviewee #18) Adults are knowledgeable in many areas and have life experiences. This requires adult learning facilitators to be developed very well. For example, during my training, I have to answer all sorts of questions from adults. (Interviewee #22) It is very difficult to work with adults. Perhaps among the learners, there could be a person who is better educated than me. Thus, I have to improve myself all the time and to be knowledgeable in many fields. (Interviewee #29)
(4) A mutually beneficial profession	The facilitator learns a lot from adult classes. (Interviewee #2) This profession is helpful to develop myself despite adult learners. (Interviewee #3) Adults vary in terms of their education, age, and other characteristics. So, I need to inquire or study about how to teach that topic and what are suitable methods for teaching that topic. Also, I need study about people, organization and training topics. These actions make myself more developed. (Interviewee #6) I learn and they learn. We are almost on the same page, but of course I am in charge. (Interviewee #12) It is very pleasing that we provide information to adults, as well as we learn from adults at the same time. (Interviewee #34)

According to adult learning facilitators, adult learning needs seem to be a unique or distinguishing feature of the profession. They highlight the importance of competence in assessing adult learning needs, a skill that adult learning facilitators need to acquire. Assessing adult learning needs is a unique and specific activity in adult learning and teaching according to Knowles and his colleagues (Knowles, 1980; Knowles, Holton III & Swanson, 2005). Similarly, existing studies have listed the competence of assessing adult learning needs as one of the common competences (Jääger & Irons, 2006; Bechtel, 2008; Research voor Beleid, 2010; Bernhardsson & Lattke, 2011). In fact, it could also be a core common competence. For instance, van Dellen and van der Kamp (2008) and Wahlgren (2016) emphasize this competence as one of the core competences that should be possessed by all adult learning facilitators regardless of national, work and cultural contexts. However, there seems to be a problem on their actual practice on assessing adult learning needs. We elaborate on this when describing adult teaching strategies later.

Some tend to define adult learning facilitation as transmission of necessary knowledge and skills to adults in order to empower them. This shows a more traditional view about teaching. In fact, Pratt (1992) conceptualizes the transmission perspective of teaching as prioritization and transmission of subject-matter knowledge to learners. Other facilitators defined their profession as challenging and pressure-filled due to adult learners' high expectations and rich experiences. The rest tended to define their profession as mutually-beneficial. Gessner (1966, p. 166), cited by Knowles, Holton III and Swanson (2005, p. 39), noted that "In some of the best adult classes it is sometimes difficult to discover who is learning most, the teacher or the students". He termed this as "two-way learning" (Gessner, 1966, p. 166 as cited in Knowles, Holton III & Swanson, 2005, p. 39), meaning that both adult learners and facilitators could learn from the processes of adult learning and education, empowering both of them.

Adult learning facilitators as professionals

According to our interviewees, adult learning facilitators need to be qualified, particularly in their subject specialization, adult teaching methodologies, and communication. Additionally, adult learning facilitators need to be knowledgeable in multiple fields. Moreover, adult learning facilitators need to have certain personal traits as professionals (Table 4.2).

Table 4.2

Adult learning facilitator as a professional

(1) A qualified professional in their subject fields, teaching methods, and communication	An adult learning facilitator should have very good communication skills because adults will judge you how you communicate and behave. (...). In addition, as a professional, he/she should have a high level of specialist knowledge and skills. (Interviewee #2) An adult learning facilitator should have good communication skills, be knowledgeable and well-specialized in their field. (Interviewee #10) An adult learning facilitator should be able to teach regardless of the different levels, needs, ages and personalities of adults. (Interviewee #14) What I learned is that that we need to dig deeper into our specialities in order to teach adults. (Interviewee #19)
(2) A professional who possessed professional traits: Knowledgeable in multiple fields (perfect and versatile)	There is one distinguishing characteristic for adult learning facilitators that they should be researchers. (Interviewee #1) An adult learning facilitator should be perfect (...) because of the different opinions of adults. We have to accept adults' opinions and complaints even if they come to us angry and we have to have the ability to apologize. Compared to school teachers, we need to be educated well so that we can attract more adults. (Interviewee #5) An adult learning facilitator should be very skilful because adults are very knowledgeable and already shape their own habits, attitudes and opinions. (Interviewee #11) A unique feature of the profession is that the adult learning facilitator should be very versatile. He/she should be versatile in all fields and empower herself/himself because we do not know adults' requirements and needs of the adults of tomorrow. So, we need to be versatile to be ready. (Interviewee #25)
(3) A professional who has personal traits, such as Confident, respectful towards others' opinions, flexible, coping, empathetic, supportive, accountable, non-discriminatory, setting positive examples and having positive attitudes	An adult learning facilitator should be self-confident, love people, respect different opinions, (...), in general she/he should lead by example. (Interviewee #5) ... flexible, coping and dealing with the circumstances very quickly, in general the profession requires many skills from adult learning facilitators. (Interviewee #6) Non-discriminatory attitude should be very important for adult learning facilitators. (Interviewee #16) We need to observe and understand adults and if that person is not willing to participate in your training activities, we do not need to force him to participate because he may have a reason. (Interviewee #17) People have different personalities and all adults who take part in your training will not be able to actively listen to and express themselves to you because of their different personalities and attitudes. So, we need to have positive attitudes to teach adults. (Interviewee #35)

According to some interviewees, adult learning facilitators should be qualified professionals in their subject field, teaching methods, and communication. We

understand that these competences could serve as the core competences required by all adult learning facilitators. This finding seems to be consistent with existing studies on the core competences for adult learning facilitators. For instance, van Dellen and van der Kamp (2008) conceptualize subject specialization and development and usage of training methods and techniques as the core competences for adult learning facilitators regardless of the sub-field they work in. Also, Wahlgren (2016) lists subject specialization as one of the four core competences that should be acquired by adult learning facilitators regardless of different contexts such as nationality, work and culture.

Our interviewees mentioned certain professional and personal traits that should be acquired by adult learning facilitators. According to them, being versatile and knowledgeable in multiple fields are the most important professional traits which adult learning facilitators should have. Being versatile means, according to our interviewees, that one has abilities to deliver a certain training content through several different methods and to teach a variety of content from different programmes (for instance, a facilitator in charge of a language programme intends to teach financial education or legal education programmes). However, being knowledgeable in multiple fields means that though they are in charge of a certain programme, they tend to think that they need to be knowledgeable in many fields in order to answer any questions raised by adult learners. They seem to feel concerned because they may lose credibility and respect as professionals if they fail to answer those questions. Moreover, as we mentioned earlier, some facilitators defined their profession as challenging and pressure-filled due to adult learners' high expectations, high educational levels and rich life experiences. For this reason, adult learning facilitators often say that they should be knowledgeable in multiple fields. Furthermore, being a researcher was mentioned as one of the professional traits for adult learning facilitators. This seems obvious due to that fact that adult learning facilitators need to assess adult learning needs, which is the distinguishing feature of the field. Additionally, this professional trait may relate to searching and finding new knowledge and resources regarding their subject matter and adult teaching methods and techniques. Professionalism seeker could be the other professional trait because this indicates facilitators' abilities and responsibilities for developing the competences they need throughout their careers. Indeed, professional development competence is listed as one of the core competences by van Dellen & van

der Kamp (2008), Walhgren (2016), as well as other existing studies (Jääger & Irons, 2006; Bechtel, 2008; Research voor Beleid, 2010; Bernhardsson & Lattke, 2011).

Personal traits such as confidence, respecting others' opinions, being flexible, having the ability to cope, being empathic, supportive, accountable and non-discriminative, setting positive examples and having positive attitudes were mentioned by the interviewed facilitators. Some of the mentioned personal traits seem to be very important for establishing a learning environment for adult learners, which is a determinant for adult learning and teaching (Knowles, 1980; Knowles, Holton III & Swanson, 2005). Particularly, personal traits such as being respectful, empathic, supportive and non-discriminative may be important for establishing a positive learning environment for adult learners, which helps the learners persevere and complete their learning journeys. Moreover, personal traits such as being confident, empathic and supportive are mentioned as traits adult learning facilitators should have in existing studies (Milana & Larson, 2010; Bernhardson & Lattke, 2011).

The above-mentioned professional capacities and personal traits seem to indicate facilitators' ideal vision of competent or good adult learning facilitators at lifelong education centres. However, adult learning facilitators seem to be far from their ideal vision of competent professionals as they tend to be concerned about their professionalism. Specifically, they questioned their qualifications in terms of subject-matter specialization and adult teaching methodologies.

> As an adult learning facilitator who is in charge of a family education programme, I am not qualified. I have never been trained or prepared on family education since I started being in charge of the programme in 2014. To be honest, I feel very unconfident when just thinking about teaching family education programmes to adults. You can become a family specialist by completing a four-year course. So, how a person who has never been trained as such can talk about the subject and it is very difficult for me. (Interviewee #7)

> I have been responsible for moral education programmes for adults. Adult learning facilitators need to be specialized in their responsible subject matters and they need to be given qualification certificates. This will make things different. Now, for example, I am in charge of moral education, but I have nothing to prove for it. My higher education diploma says I am a history and social science teacher, but that does not really mean I can teach moral education. (…) Those who have been trained as teachers for school children work as teachers for adults. Since these teachers do not know about

> specifics and needs of adults, they only use lecturing in their adult training. This does not meet the requirements of adult learning, so that adults lose their interest. (Interviewee #1)
>
> I am not specialized in my field so it is very difficult for me to teach adults. Because of this, I have to prepare so much in order to conduct training. (Interviewee #33)
>
> I am not trained as an adult teacher, but I have to teach adults who are different from each other in many aspects. (Interviewee #4)

The majority of adult learning facilitators, explicitly and implicitly, questioned and doubted their competences as professionals. This seems to lead them to develop negative emotions such as feeling concerned and inadequate and unfit for the profession. Our literature review shows this emotion could be characteristic of their professional identity. Particularly, teachers' emotions can be reflected in their teaching (cf. Zembylas, 2003, Nichols, Schutz, Rodgers & Bilica, 2016; Schutz, Nichols & Schwenke, 2018), meaning these negative emotions may negatively influence their work, creating a vicious cycle in which their identities are dominated by negative emotions.

Adult teaching strategies

We assumed that adult learning facilitators' teaching strategies, approaches and techniques could tell us more about their professional self-image or who they are in terms of adult teaching. We first looked at their strategies in a broad sense (Table 4.3).

Table 4.3

Adult teaching strategies

Individual instruction or learning by doing	I always use traditional techniques and teach adults by showing how to do it. I let them see what and how I do. There is a principle of meeting learning needs, so I give exercises that suit their needs and requirements. First, I let them see how I do it in every detail. (Interviewee #2) I use practical teaching methods such as showing learners what and how I am doing. I go through the classroom teaching everyone. I go to everyone, tell or show them how to do it. (Interviewee #4) In literacy training, I always use individual teaching because their previous knowledge level is so different from each other. The levels of students ate the same when they enter first grade. But that is not a case here. That is why individual teaching is needed and I have to work with every learner. (Interviewee #9) My learners tell me that they want to learn by watching how to do it and trying it right out without taking notes and all you have to do is show us. Among the learners there

	are people with hearing and vision problems and illiterate people. So, I allow them to try it as I explain. (Interviewee #15)
Problem based instruction	The main method I often use in my training is a discussion based on the problems raised. For example, "Effective communication" is one of the topics that attracts many other organizations. I start my training with the question of what communication is. People answer. In general, problem posing is a foundation of training and is used again to move on to another session of training. Such methods as speaking and discussing with learners about problems posed are my main methods. I usually use these methods in my training. There could be methods like experimentation, group work, practice, but I usually use the of question and answer method. (Interviewee #1) When I conduct training on the topic of stress management, it is very efficient if I ask the learners to talk about their own problems and it makes them actively participate in the training. When I use real life cases or facts in training, their participation becomes very active and they almost learn by themselves by working on the cases or problems and analysing their advantages and disadvantages. So, I understand that this [method] is very important. (Interviewee #13)
Life-oriented contents	For example, based on real practice or life, we just tell them to have savings, but we do not tell them how. So, I ask learners about their own practices or examples on savings. When I ask this question, they actively participate in the training and sharing their own examples on the issue. (Interviewee #17) When I conduct literacy training, I not only teach reading and writing, but also teach life skills. In literacy training, after adults are taught the alphabet, we start reading and writing. They learn the alphabet very quickly because when they knew letters more or less when they arrived. When I teach reading, I always choose texts that might be relevant to adults, for example texts about health topics etc. I also give them exercises in writing classes such as writing applications and resumes, filling out bank forms etc. They also learn about how to plan household incomes and expenditures and to calculate bank interest when taking it a loan while teaching basic math skills. (Interviewee #23) Adult learners learn things that are relevant to their lives. When we teach something, we need to teach them something relevant to their life and show them how to do it and give them the opportunity to practice the things that are taught. That way they learn better. (Interviewee #28)
Participatory approach	During training, we talk to adult learners when they feel like talking and we also use case analysis. In general, I try to use participatory methods and I use energizing techniques when necessary. (Interviewee #12) I usually conduct my training using participatory methods. I always give real facts and proven information. While the information is on the screen, I ask if this case is happening to them, what would they do, or if this case happened to them, how it was resolved. Adults like talking. As they talk, they draw a conclusion. I also like to listen to them. (Interviewee #13)

Adult learning facilitators use different strategies in terms of what courses or training they conduct. Individual instruction is mostly used in vocation-oriented training such as tailoring, hairdressing and computer training due to the varying prior knowledge levels of adult learners. In other words, facilitators tend to prefer learning by doing as the best approach for adults to acquire new skills. This seems to be arranged like this: A facilitator instructs adult learners individually after explaining the basics of new skills. Merriam and Brocket (2007) note that human learning primarily occurs based on

imitation. In this perspective, this could be indeed the best approach. Furthermore, we may indicate particular reasons for the helpfulness of this approach. First, it may support and enhance adult learners' autonomy. As Knowles (1980) argues, learner autonomy should be one of aspects that needs to be considered in adult learning and teaching. Facilitators tend to let adults learn by doing, while providing guidance individually if necessary. Second, it may be helpful for facilitators to efficiently deal with adults with different life and learning experiences. Knowles, Holton III and Swanson (2005) suggest that adult learners' diverse experiences could turn out to be an obstacle for adult learning and teaching processes.

Problem-based instruction seems to be used for short-term adult training based on specific various topics such as family planning, child discipline, parenting, health, household income, recycling and disaster prevention. This kind of training is usually an-hour long, so facilitators generally conduct training by choosing a certain problem relevant to adult learners. However, our interviews show that this choice seems to be made based on assumptions from others who may represent adults.

> For example, let's suppose we organize training for kindergarten teachers. Then the head of the kindergarten reserves one of our training courses for his/her teachers. I assume that he/she would reserve this particular training because he/she knows the learning needs of his/her teachers. That is why we listen to the principal. (Interviewee #12)

> Khoroo workers reserve training courses from us for adult citizens. The khoroo workers are responsible for gathering adults for the reserved training. But adults who have gathered for the training have no idea what type of training they are going to attend. It seems that they are usually forced to attend. (Interviewee #14)

> We send an official letter to the khoroo offices. The letter contains the list of training topics that we can offer for adults. Then khoroo workers choose training topics for adults. For example, 18th khoroo can choose a training on parenting techniques. This is what we did when assessing learning needs of adults. (Interviewee #33)

These excerpts clearly indicate that training topics are decided by someone else, for instance khoroo workers or organization heads, rather than by directly asking adult learners. Though the problem-based approach could be useful particularly for short-term adult training, what is uncertain is whether the problems proposed are those to which

adult learners can easily relate. Even if the chosen topics do relate to adult learners' needs, they may still not perceive the necessity of the training. This is why Knowles and his colleagues (Knowles, 1980; Knowles, Holton III & Swanson, 2005) suggest adult learners' learning needs should be carefully assessed during the programme planning process. Moreover, adult learning facilitators' view and their actual practice seem to contradict each other. They collectively define their profession as highlighting the feature of adult learning needs which should be the centre or basis of any adult learning and teaching processes, however they tend to practice the opposite.

The next adult learning and teaching strategy widely mentioned was about life-oriented content which connected to the training topics (problems) above. Adult learning facilitators highlighted that the content of any adult training should be directly applicable into adult learners' life situations and aimed at solving a certain problem. This is what Knowles (1980) claims in his works. According to him (Knowles, 1980), adult learners are likely to refer to life-oriented content rather than theory-oriented ones. Our interviews found that most adult learning facilitators were well aware of this principle and did their best to practice it.

> In stress management training, we discuss what is stress, what are the advantages and disadvantages, what are symptoms, what are the consequences and how we deal with it effectively and whether we deal with it correctly or not based on the problem that arises. It is different if I only show slides, ask the learners to read and take notes. People learn well about stress management techniques based on problems in their life rather than just reading slides. In the first few years of my work experiences, I did not know about it. (Interviewee #14)

> I conduct food safety training. I show all kinds of real food storage bags and packages and discuss their appropriate usages with adults. This makes my training very understandable for adults because they use those bags and packages in their daily lives. (Interviewee # 21)

> Adults are very keen to use real-life examples and cases in training rather than just showing and reading slides. For instance, when I share my experiences like, "I experienced this type of problem and solved this one way or another", they are very interested in my talk. I always try to use real cases and examples. (Interviewee #23)

Adult learning facilitators also mentioned that a participatory approach could be suitable for adult learning and processes. We elaborate on this approach later when describing particular techniques used by adult learning facilitators.

Adult teaching approaches: Teacher centred and student-centred

We have shown two main approaches to facilitating adult learning: teacher-centred and student-centred. As we described in the methodology chapter, we used a particular survey to find this out. We first present the basic details here (Table 4.4).

Table 4.4

Adult teaching approaches

#	Statements	*M*	*SD*
Information Transmission/ Teacher-focused (ITTF): Intention		3.76	2.618
1.	I feel it is important that this subject should be completely described in terms of specific objectives relating to what students have to know for formal assessment items.	3.87	1.029
2.	I feel it is important to present a lot of facts to students so that they know what they have to learn for this subject.	3.60	1.043
3.	I think an important reason for running teaching sessions in this subject is to give students a good set of notes.	3.52	1.001
4.	I feel that I should know the answers to any questions that students may put to me during this subject.	4.06	.807
Information Transmission/ Teacher-focused (ITTF): Strategy		3.40	3.457
5	I design my teaching in this subject with the assumption that most of the students have very little useful knowledge of the topics to be covered.	3.41	1.214
6	In this subject I concentrate on covering the information that might be available from a good textbook.	3.90	.861
7	I structure this subject to help students to pass the formal assessment items.	3.50	1.234
8	In this subject, I only provide the students with the information they will need to pass the formal assessments.	2.78	1.337
Conceptual Change/ Student-focused: Intention		3.90	2.431
9.	I feel that the assessment in this subject should be an opportunity for students to reveal their changed conceptual understanding of the subject.	3.81	.952
10.	I encourage students to restructure their existing knowledge in terms of the new way of thinking about the subject that they will develop.	4.07	.775
11.	I feel that it is better for students in this subject to generate their own notes rather than always copy mine.	4.21	.927
12.	I feel a lot of teaching time in this subject should be used to question students' ideas.	3.53	.821
Conceptual Change/ Student-focused: Strategy		3.67	3.219
13.	In my interactions with students in this subject I try to develop a conversation with them about the topics we are studying.	3.83	.955
14.	I set aside some teaching time so that the students can discuss, among themselves, the difficulties that they encounter studying this subject.	3.80	.924
15.	In teaching sessions for this subject, I use difficult or undefined examples to provoke debate.	3.30	1.136
16.	I make available opportunities for students in this subject to discuss their changing understanding of the subject.	3.77	.953

Note. Means based on 5-point scale: 1=rarely; 2=sometimes; 3=about half in the time; 4=frequently; 5=always

The table 4.4 shows that according to the mean scores adult learning facilitators tend to use both teacher-centred and student-centred approaches. In the literature review chapter, we discussed that the student-centred approach could be more applicable to the andragogical model. However, we also explained that recent study findings show that neither approach to teaching should be prioritized over the other because competent teachers effectively utilize different approaches and techniques depending on learners' needs and contextual circumstances (Yeung, Taylor & McWilliam, 2013; Yeung, Craven & Kaur, 2014). Our interview findings supported this claim.

> According to some programmes, an adult training should last an hour. [Adults] cannot concentrate on training for the full 60 minutes, so [we need to consider] when [we] need to get their attention, shat should be deeply taught when they lose their attention, and how to get them stay focused. Therefore, [I] use various techniques such as group work, physical exercises and games, discussions, and exchange of ideas and thoughts. It is impossible for only the teacher to speak, so I always cooperate with them and make them cooperate with each other and support group work etc. (Interviewee #6)

> I carry out my training with different techniques. When teaching a few people from an organization, I use group work techniques. When there are a lot of people, I use lectures. My techniques depend on people. Sometimes use lectures, sometimes motivate learners, help them to ask questions or raise problems, and then discuss those questions or problems. For example, when I conduct training on child discipline for parents, I use a role play. I ask them to act as children. They like it. I tell them to play your children one way or another. They say it is very nice and it seems they are also relieving their stress and regaining their childhood memories through role play. I understand that various techniques should be used for adult training. (Interviewee #11)

Taking Yeung and his colleagues' claim and our interview findings, we can say that adult learning facilitators use both approaches depending on the diverse needs of their learners.

We also looked at teaching approaches in terms of individual facilitators, using a 3.5-point mean threshold (Table 4.5). Table 4.5 shows that 71.4% of all adult learning facilitators use the student-centred approach in their adult teaching, while 28.6% used teacher-centred approach. This finding suggests that the student-centred approach is more likely to be intended and to be exercised in adult teaching practices.

Table 4.5

Teaching approaches and working experiences

		Student-centred	Teacher-centred	Total
Individual facilitators' teaching approach		71.4%	28.6%	100.0
Working years as an adult learning facilitator	0–3	90.6%	9.4%	100.0
	4–6	57.9%	42.1%	100.0
	7+	68.6%	31.4%	100.0

Additionally, we were interested in whether adult learning facilitators' teaching approaches differ based on their working experience (See Table 4.5). In all, 90.6% of adult learning facilitators with 0–3 working years, 57.9% with 4–6 working years and 68.6% with seven or more years used the student-centred approach. Novice facilitators tend to report that they use the student-centred approach, while experienced facilitators tend to have the teacher-centred approach. This is statistically significant ($\chi^2 = 9.329, p = 0.009 < 0.01$). It is surprising that the experienced adult learning facilitators tend to use the teacher-centred approach more than novices do. Our initial assumption was that the more experienced an adult learning facilitator is the more they would tend to use the student-centred approach in their facilitation, but the results showed the opposite.

Adult teaching techniques

We wanted to narrow down the particular techniques used by adult learning facilitators within the framework of teaching strategies and approaches (Table 4.6).

Table 4.6

Adult teaching techniques

Motivating adult learners to make them ready for learning	I share my own experience or that of others. I am trying to inspire them because I do not want them to lose their chances again and tell them not to be shy or scared [because of their illiteracy] and stay motivated for what they want to achieve. (Interviewee #9). On the first day of the training, I talk to my learners about my past. This is how they are inspired to learn after hearing my story about a wonderful woman who orphaned with her nine siblings and who she is today. They think that she made it, so I can do this. If I do not talk about it, some learners get discouraged and leave the training after 2 sessions. My story makes them to stay with me for throughout the 20 days of training. This is very important. This is my unique method. (Interviewee #26) I ask my learners to prepare their own hairdressing tools. I tell them to borrow 300,000 tugriks from their families to buy the tools. Then I tell them to set a goal of turning the borrowed 300,000 tugriks into 600,00 tugriks and repaying their families. Learners use these tools with care because they buy their own money. Once they set the goal, there is no way to miss the training, just one way to learn.

	When they practice colouring hair, they become very responsible because they use their own pomades. They are attentive and act very carefully and also think about their pride. If I use this way, they become very responsible. (Interviewee #28) Before starting any actual training activities, I usually use exercises or activities to help adults stay focused. (Interviewee #7) As for techniques, I use quizzes that can be more or less relevant to the training, so people are refreshed and ready for the training. (Interviewee #14) I usually use some exercises like quizzes, so people become refreshed or ready for the training. (Interviewee #22)
Assessing prior knowledge and skills	Before the actual activity of the training, I ask the learners questions about the topic in order to know their level. If they know, they would answer my questions, so I plan that I should start my training talking this or that part and I need to make sure to give them this or that information. (Interviewee #14) At the beginning of the training, I have zero information about learners. So, I get to know about learners' experiences, knowledge and skills while I talk to them about the basics of tailoring during the first session. (Interviewee #18) In the first place, you have to acquire skills to analyse and conclude when you see people. For example, there would be 10 or 20 people in your training and you need to assess circumstances just looking at those people. By analysis, I mean that you should learn about how to assess circumstances and draw conclusions from analysis. In the classroom, there could be two people who seem scared and two other people who are laughing and stuff. From this situation, you need to learn to analyse the attitudes of the people in the classroom. (Interviewee #22) As soon as I enter the classroom, I identify the level of learners as if this person is a literate or that person an illiterate. It is noticeable when I see people. Age differences can also be seen. When we observe in this way, we think about how this training should be carried out, as we have years of experience. At that time, we decided our training methods. (Interviewee #16)
Discussion rather than lecturing	Particularly in 60-minute training, discussion is the most efficient method. I tend to see people from my own perspective, but we exchange our opinions while we talk. Everyone can express their opinion. In this way, my training becomes learning experience. People do not understand well or participate well just when I speak or use other methods because their level of understanding is very different. So, I understand that discussion is the best method. (Interviewee #22) In general, adults are tired [of us]. I think that in Mongolia there are no professional teachers for adults, so teachers who prepared as teachers for children or teachers who prepared in random institutions have been facilitating adult learning. They do not know about the characteristics and needs of adults; therefore, they often use lecturing in their training. Lecturing does not meet adults' learning needs, so they lose their interests. Now, what adults may think when they hear about training is just a boring talk that makes them tired. (Interviewee #1)
Using experiences as learning resources	When I speak, I often use real life examples and true stories. This seems like a great way to get a good grasp of the topic. They pay attention and are interested in these examples and stories. (Interviewee #7) There are many experienced learners and some are already retired. I ask them to help me and get them to share their experiences with other learners. I also need their experience to facilitate the training. Sometimes there are people who really want to talk and actively participate, I ask them to share their experiences and ask how they would solve problems we are discussing. I understood that I should not be the centre of attention among learners from my experience. (Interviewee #12)

	I think a lot about my own life and when I facilitate a training, I use my own cases as often as possible. (Interviewee #19) In my experience, it is better to discuss the topic using examples that are relevant to their life situation than just showing prepared slides. It stimulates the interests of adults. When I say, "I am facing this problem, and this is how I solve it", then pay close attention to it. (Interviewee #23)
Giving relevant tasks for adults to practice taught skills	When I give them exercises to practice what they have learned, I allow them to do things that are relevant to them. For example, when I conduct a training course for employees of a public organization, I ask them to apply their learned skills in preparing reports, etc. during the training. In this way I allow them to practice the skills they have learned based on what they have to do or enjoy doing. For example, some learners practice their skills by creating photo albums of their families or calendars, etc. If I gave them the same tasks, that would be tedious. (Interviewee #2) After [adults] learn letters in Mongolian language, reading topics are relevant to adult life, for example about health issues, etc. … Also, I teach about writing resume and job application, filling bank forms, calculating household income and expenses, saving money and calculating loan interest, etc. (Interviewee #23)
Making adults to take notes	It is easy that I give them prepared handbooks, but that makes learners lazy or like ready-made things. I have to do something that will get them to acquire the skills that I am teaching. It is not always right for adults to take exams, so I have to get them to take notes about my course. This helps them remember what they have learned and this is also an example of how I treat them with respect. […] I suggest that they can use arrows or diagrams when taking notes. That way, they will become interested in taking notes. (Interviewee #2) At the beginning of the training, learners do not like to take notes. So, I explain the basics and allow adults to learn while they are doing or trying. There are times when they practice forgetting the steps. Then I suggest that they need to write down the steps and make notes of the steps and they willingly accept my suggestion. If I go them write down all of the steps from the beginning and tell them to follow the steps to practice the skills, that would not work well. (Interviewee #15)
Using visible, touchable and realistic training materials	I prepare training aids such as visible objects, handouts, photos and slides and make them as large as possible as I prepare. For example, I show photos of floods when I talk about natural disaster risk management. (Interviewee 13) One of my training topics is food safety issues. When I conduct a training, I bring them bags and physically show them explaining their appropriateness for food storage and safety. This way the training will be successful because these bags will be used often and they can be seen and touched. (Interviewee# 21)
Energizing games and exercises	During my training, I always use physical exercises or office exercises to help learners to get rid of their fatigue. I also use techniques to make training fun, like singing and playing. Otherwise, learners will get sleepy and will not take in what I am teaching. (Interviewee #5) When adults are bored, I use techniques to get adults play and have fun. They like games. It is impossible to get them to just listen to me in a full 60-minute training. Before training, I use techniques that will help them stay focused, and during training, I use physical exercises to refresh them. (Interviewee #7)
Adults' prior knowledge, skills, education level and learning speed considered	At first, I thought I should teach basic English, so I just taught grammar. Now I do not do that anymore. When I go to other organizations, I ask them what areas of English they want to learn or improve, such as speaking or grammar, etc. Based on their needs, I develop the training programmes and lesson plans. Before that, I just got a textbook and taught it to the learners because we did not get professional guidance on developing training programmes. Now, I have changed my strategies. When learners want to improve their speaking skills, I focus more on speaking, or when they are people who taking exams and do not understand grammar, I focus on their grammar skills. (Interviewee #3)

	Based on their previous knowledge, I divide learners into three or four levels such as basic, intermediate or advanced, etc. Generally, adults who come have had basic reading and writing skills. (Interviewee #9) When the training started, I asked adults to measure the size of body parts. There may be three people who could do this and three others who could not. Then I group them based on current skills and teach them how to measure the size of body parts. (Interviewee #18) When conducting training courses, I always take-into-account the level of education of adult learners. When my learners are employees at any organizations, I often use facts, examples and cases from Dale Carnegie books because they are well-suited suitable for educated people. On the contrary, when organizing training for the less-educated or the unemployed, I often use stories and facts that are relevant to their lives. That way, the topic will be easy for them to understand. They feel it in their soul. For the other group, I focus on their brain. Certainly, I do not discriminate against them because of their education, but it is because of their understanding and skills and because it is also suitable for two groups. (Interviewee #1) We teach prisoners. Some of them never touched the computer mouse, so I started from this level. I explain them each step of a task both in groups and individually. Of course, I do not even need to teach them with a computer mouse for organization employees. Strategies are different. When planning my training, I leave more time for the less-educated and less time for the high-educated. (Interviewee #2) I divide learners into two groups: those who are a little slow and those who are sanguine. Otherwise, if a slow person joins the sanguine group, she/he might not be able to catch up with them. Or if there is a a very sanguine girl in the slow group, she would gradually lose interest. (Interviewee #31)
Shifting a teaching role to adult learners	I challenge my learners to study very well, and when I am tired or have a lot to do, they should teach others to do so. There are so many teachers who call each other like Teacher A and Teacher B. I use this technique because when they get my trust, they will try to learn well. (Interviewee #15)
Offering flexible learning	Adult learners like the training, which is flexible. For example, I do not require them to take all sessions without missing out them. I teach them basic principles and when they are busy with their work, I allow them not to attend every session but to give them homework assignments. People like this. Otherwise, there are people who cannot attend all of the training sessions. (Interviewee #15)

We can see that adult learning facilitators employ particular techniques in their practices. These techniques can be classified into five categories in terms of their specific purposes: (1) techniques that are used to motivate adult learners to support their readiness to learn; 2) techniques that are used to assess adult learners' prior knowledge and skills; 3) techniques used to deliver knowledge; 4) techniques that consider the diversity of adult learners such as their prior knowledge and skills and learning speed; and 5) techniques that support learner autonomy. Our interviews revealed that some adult learning facilitators employed certain techniques to motivate adult learners to make them ready for the learning. We observed motivating techniques can be differentiated by depending on programmes. One facilitator conducting a long-term

vocational training used her own success story as inspiration for her learners. Some other facilitators who conduct literacy training seem to use similar techniques for inspiring and motivating learners using their own experiences or stories, as well as other relevant stories. Another facilitator helped adult learners to realize their responsibilities for their learning by asking them to prepare their own hairdressing tools. We believe these kinds of motivating techniques are important for supporting adult learners' readiness to learn, however other facilitators do not seem to realize how important this is and employ certain other techniques for this purpose. Meanwhile, it seems common for facilitators who conduct short-term training to employ quizzes, tests and games (which may be more or less relevant to the training content) to make adult learners interested in the training and stay focused for the training.

According to our finding, assessing adult learners' prior knowledge and skills took place at the beginning of the training, but not before it started. In the first part of the training, adult learning facilitators quickly assessed adult learners' prior knowledge, skills and experiences by asking questions about the training topic and simply observing learners. It might be possible for adult learning facilitators who conduct long-term vocation-oriented training to change or revise their programmes depending on their learners' prior knowledge and skills through the mentioned techniques in the first session of courses and continue their facilitation based on learners' identified levels. It would also be possible for those facilitators because of the individual instruction used in long-term training. However, short-term training facilitators need to quickly decide based on enrolled adult learners' prior experiences on the spot because the training with those particular learners will not happen again. This requires the facilitators to be skilled in quickly assessing and decision-making.

Adult learning facilitators have mentioned the particular techniques that are used in delivering processes. Our interviews found that various techniques were employed in adult teaching. Many facilitators mentioned that they utilized a discussion technique in their teaching, rather than lecturing, because they believed that this is the most suitable technique for adults. When adults discuss a problem themselves, which is raised by a certain training, they learn and understand better. This is why, as we described earlier, a participatory approach is more likely to be used by the facilitators. Moreover, due to the short length of such courses there are not any other suitable techniques than discussion. The facilitators, particularly those who conduct long-term training, tend to give tasks and exercises relevant to adult learners' interests and life circumstances to support adult

learning. As Knowles (1980) points out, this is proof for applying adult learners' life-oriented learning in practice. Besides, the facilitators tend to use adult learners', as well as their own experiences as learning resources. They use experiences in various ways such as to inspire learners, to connect a discussed problem into life contexts, to share someone's valuable or useful experiences with others and to engage learners with each other and the facilitator. Utilizing experiences as learning resources is an important ability for adult learning facilitators (Knowles, 1980; Knowles, Holton III & Swanson, 2005). Mongolian facilitators seem to apply this principle successfully in their teaching. This practice would be more successful if they could assess adult learning needs better. As we discussed earlier, adult learning needs do not seem to be assessed as intended, and consequently the facilitators do not know about adult learners' experiences which might be useful for the training. A few facilitators described certain techniques they used to stimulate adults to take notes rather than insisting that they take notes as soon as the training starts. We believe this practice should be shared among the facilitators. Moreover, another important technique that some facilitators highlighted was that they tend to utilize visible, tangible and realistic teaching and learning aids to make training life-relevant and help adults to learn well. Furthermore, it seems common that ice-breaking and energizing games and exercises are widely used by the facilitators. This would be useful too.

The interviews showed that adult learning facilitators tend to consider adult prior knowledge and skills and their learning speed in their teaching, and they consider learners' education levels particularly when they are able to know about their prospective learners. An example of this is when adult learning facilitators conduct a certain training for other public organizations' staff. As they are able to imagine the education level of the staff, they can more easily decide on the content difficulty levels and delivery methods. One facilitator mentioned that she groups learners depending on their learning speed, allowing her to teach them based on those speeds, meaning no one is left behind. We believe this could be one of best practices we need to let others know about. This technique would clearly be more applicable in long-term training.

Lastly, our interviews indicated that certain techniques could be employed to support adult learners' autonomy. For instance, by shifting a teaching role to learners and by offering flexible learning, adults are supported to develop and enhance their autonomy. This is indeed very important in adult learning and teaching, especially in this era of lifelong learning. The andragogical model of Knowles, Holton III &

Swanson (2005) highlights that adult learners' autonomy should be a key consideration in adult learning and teaching processes. The authors (Knowles, Holton III & Swanson, 2005) argue that adults tend to "shut down" their autonomous feature when entering into any learning circumstances, so that adult learning facilitators need to help adults to "turn on" and further enhance their autonomy. However, we noticed that adult learning facilitators do not seem to do this widely. Thus, knowledge and skills on how to consider and develop learner autonomy in adult teaching should be included in professional development programmes for adult learning facilitators.

Communication techniques

We looked at the facilitators' communication techniques separately from their teaching techniques. The table below shows our findings (Table 4.7).

Table 4.7

Communication techniques

Open and free communication	It is necessary to communicate freely and openly with learners. I am a very open person, so this could be my advantage working with them. (Interviewee #16) Very open and free. They are not afraid of me and communicate with me very freely, asking about things they do not know and things and are confused about. We are very open and free to one another. This type of communication has a positive effect training. (Interviewee #20)
Respect and honesty	I have worked with prisoners for five years. They told me: "When you come, we will behave as innocently as children and feel calm around you". We communicate very freely with each one another. They never curse around me and one of them is acting a little strange or misbehaving, the other is reminding him not to. If I respect them and communicate freely with them, then in turn they will respect you too. (Interviewee #2) You cannot do everything on your own in terms of communication. People seem to have the same attitude towards me like as "Who are you to teach us when we have experienced more than you?". Therefore, it is necessary to be democratic and pluralistic. Training should be organized based on mutual understanding and consensus, but if there is a top-down order, then it will not work. (Interviewee #12) I am not telling them to cut the cloth from the exact side that I sheared. I tell them to shear the cloth from the side that is comfortable for them. That is mutual understanding. There should also be respect between learners and teachers. (Interviewee #26)
Support and helpfulness	I try to speak and communicate with all learners. I try to speak to them and help them express their opinions. (Interviewee #1) I had a learner who did not understand unless I repeated it many times. I explained things to her individually and when I came back, she still did not understand. One day, I told her that she was fine and gently touched her shoulder. After that she became very active. (Interviewee #15) Some learners keep in touch with me even after training. They contact me to ask things and get advice. I never tell them to go away and just tell them to come to me when I have time. (Interviewee #18)

	The teacher's role is to help. I walk around the classroom helping learners who are not doing well. In general, I support and help learners. Some elderly people say that it is difficult for them to learn, in which case I support and encourage them and teach individually. (Interviewee #32) Try to listen to them as much you can. Adult learners tend to talk about their own life situation before the actual training activities. I never tell them to start the class while they are talking about their life and I try to listen to them and talk to them. (Interviewee #15)

According to most facilitators, communication should be open, free, friendly, respectful and helpful. We believe these communication techniques support the creation of a trusting, safe and efficient learning environment which is highlighted by the andragogical model (Knowles, 1980; Knowles, Holton III & Swanson, 2015).

Adult learners' characteristics

We were interested in facilitators' reflections on adult learners' characteristics because this serves as the basis of adult learning and teaching. Our interviews found that adult learners have several common characteristics which need to be considered in adult teaching (Table 4.8).

Table 4.8

Adult learners' characteristics

Adults' characteristics that affect their learning	People's personality is very important to understand the topic. Everyone has a unique personality. If I conduct a training course for a specific organization's employees, the atmosphere among the employees is very important. For example, if I teach the same topic to different organizations using the same delivery methods, their understanding or receptivity will be different. Employees in one organization understand very well, while employees in another organization do not understand well. (Interviewee #1) They have different learning characteristics. They want to learn based on their own learning style. Adults have matured, so it is better to consider their age characteristics. Some understand very quickly, others only slowly. (Interviewee #3) Adults have already shaped their own opinions and beliefs. They are sometimes aloof and arrogant. Teachers should not stand on the one's side because they all have their own life experiences. Some may have more experience than me, but less knowledge. (Interviewee #8) Only people, those who were aware of their learning needs, come to the training, so there is no need to motivate them. (Interviewee #10) Male and female people also have different learning characteristics. Men are not so open during training and they are not willing to express their opinions. While, women express themselves so well. (Interviewee #11) The living environment and the rhythm of life of a person are very important for learning. (Interviewee #13) In terms of age groups, older adults are more responsible, like punctuality etc., but young adults' attitudes or consciences are a little negative. (Interviewee #17)

Adults' learning orientation: practice-based learning rather than theory-based	Adults want to learn things that are useful in their lives. For example, there is a topic about effective communication, we need to provide ways or tips to help them to communicate effectively rather than teaching communication theories. (Interviewee #1) They are very interested in training based on things that happen in their life. They do not receive information that is far from their life. (Interviewee #13)
Motivation and willingness to learn	I think that a person cannot understand or learn things if he/she does not really want to or is interested. People who come here themselves to learn are very active. (Interviewee #4) They already have willingness and interest and they come here to learn this or that when I compare them to children. (Interviewee #9) If adults are forced to attend, this training is not considered training. They just sit there to wait for the training to end by looking at the clock. (Interviewee #13) Adults who want to learn and/or have a purpose to learn something are very responsible. If they miss the training session, always call me to tell me about their absence and ask about how to repeat or relearn the activities of that session. (Interviewee #17) People who are really willing to learn are also ready in old age. (Interviewee #21)

Adult learners' personal characteristics such as age, gender, personality, prior education levels and experiences, learning ability, learning needs and their living contexts are important elements that influence their learning. According to the interviewees, adult learners' characteristics can both positively and negatively influence their learning. For instance, adult learners' rich experiences and their autonomy and responsibility for their own learning could positively influence their learning. While some adults may be closed-minded and may be reluctant to change their beliefs and opinions, these characteristics could influence their learning. However, we did not inquire about how adult learning facilitators approach this type of adult learner and try to change their beliefs. Perhaps we need to think about how adult learning facilitators handle this kind of situation. When discussing adult learners' characteristics, many facilitators mentioned learners' preference for life-oriented content over theory-oriented ones. Our interviewees seem to be well aware of this feature, which is why they tend to prepare their training based on problems occurring in people's lives as we mentioned earlier. This is clear evidence for the andragogical principle of adult learners' learning orientation. Adult learners' motivation and willingness may be the single determinant influencing on adult learners' learning. This is why Knowles (1980) and his followers (Knowles, Holton III & Swanson, 2005) put forward adult learners' motivation as one of key principles in the andragogical practice model.

We noticed that the characteristics adult learners have, led adult learning facilitators to evolve two tendencies that oppose each other in their teaching role. On the one hand, some facilitators tend to see adult teaching as "easy" because of adult learners' autonomy and responsibility.

> Adults understand or absorb information quickly. When adults come here to learn, compared to children, they have already chosen to study and have realized their desires, willingness and interests in learning. Consequently, they achieve their goal, no matter what. So, it is easy to work with adults. (Interviewee #9)

> Adults who come are willing to learn or complete the programme, so it is nice to work with adults. (Interviewee #18)

> Working with adults is easy and it is easy to understand one another. They understand well what others are saying. (Interviewee #21)

On the other hand, adult teaching is sometimes seen as "difficult" due to diversity in education, experiences, ages, opinions, beliefs and attitudes among adults.

> Compared to general education teachers, our job is difficult because adults are very experienced. They also have a negative attitude towards young facilitators because they think they are experienced and do not want to receive information about life skills from young people. (Interviewee #12)

> When there are 20 people in a classroom, they are talking about 20 different things. Or some people complain that they already familiar with topics, but there are people who are very different in terms of level of education and knowledge, as well as ways of thinking. So, it is problematic. (Interviewee #22)

> Adults are generally not very active. They have no interest in learning, but just focus on their life. They focus on their work. Also, they are very different, and some absorb information very well, others are not good. In general, it is pretty difficult. (Interviewee #24)

Though many adult learning facilitators tend to see adult learners' various experiences as learning resources as we mentioned earlier, they seem to struggle with their diversity. Knowles, Holton III and Swanson (2005) highlighted that adult learning facilitators may take various experiences as hindrances rather than resources. Therefore, adult learning

facilitators' attitude towards adult learners' various experiences should be considered during their professional programmes and they should be offered certain techniques and ways to utilize adult learners' various experiences in their teaching.

Values of being an adult learning facilitator

Within the self-image construct of one's professional identity, we inquired about values of being adult learning facilitators. Many facilitators defined their values as professionals who specialized in and are qualified in teaching and adult teaching.

> It is just my profession as a teacher. (Interviewee #6)

> My value is my profession. I have built a broad network with 80 percent of the district organizations. These organizations send me their new employees to take part in my training. That is the reason I love my job. (Interviewee #2)

> My value is a teacher who works with adults and a teacher in general. (interviewee #21)
> The value should be facilitators' qualification. A person who can answer all kinds of questions from adults. (Interviewee #33)

It was clear that adult learning facilitators tend to value their professional knowledge, skills and experiences. In general, facilitators value being highly qualified professionals, which is why they might question their qualifications.

Some defined their values as helping people through transmitting necessary information, knowledge and skills.

> I think my value as a professional is to provide continuous education to citizens. (Interviewee #7)

> I believe the value of a teacher is impart knowledge, information and skills to those who come to our centres. (Interviewee #9)

> I think we need to provide useful and valuable information that meets people's needs, and that information should be of high quality and accessible. (Interviewee #14)

This kind of value seems to be in line with the definition of their profession as adult facilitators. As we mentioned earlier, some facilitators tend to define their essence of the

profession as being the transmission of necessary information, knowledge and skills, so they are likely to value this as professionals.

Lastly, there were others who defined the values based on certain traits and behaviours of professionals.

> To me, value means respecting people, inspiring them, being emphatic, kind, flexible and non-discriminatory. (Interviewee #5)

> Understanding the values of others is my value. It means understanding people for who they are. Otherwise, there should not be any behaviour that I need to better and kinder to rich people. I never support discrimination against people. (Interviewee #12).

> My value is my communication. I never discriminate against people based on who they are or what they are wearing. I treat them as I am and show my smile. (Interviewee #31)

> It is very important to inspire learners and to be inspired by learners. They look at me with very satisfied eyes and tell me that they feel good. That is what I value. (Interviewee #28)

We could see that certain communication behaviours and traits such as non-discrimination, respect, kindness and inspiration were shared values among facilitators. A previous study found that respecting learners as human beings was a shared value among prospective facilitators in Denmark (Milana & Larson, 2010). In our understanding, respecting learners is closely linked to communicating with them without discriminating against them based on their backgrounds. Therefore, we believe these findings are similar.

Impact of non-formal adult education

The interviewed adult learning facilitators believed that non-formal adult education brought a positive impact on people's lives in several different ways. Firstly, some facilitators mentioned that their programmes had brought certain visible or measurable outcomes for learners.

> What I was proud of is that after completing my training, 5–6 people were employed. They still come to me asking about things that they do not know. (Interviewee #2)

> This is because they have faced many challenges in their life due to illiteracy. They have overcome this barrier. They have learned to read and write. They have learned to write a resume, thus able to find jobs. They express their gratitude. (Interviewee #9)

> People who look after their children at home and are retired often attend my training. They are happy because they sew clothes themselves instead of buying them. This is important for their life to save money, at the same time their needs are met. A doctor who was taking part in my training told me that she made a million tugriks selling felt slippers that she made herself. (Interviewee #15)

> People from the 10th khoroo who completed my training formed a team together. They were all mothers who looked after their children at home. So, they work together as a group. I have heard that they sew dance costumes for kindergarten children, etc. (Interviewee #18)

And secondly, some facilitators mentioned their training had brought positive changes in adult learners' attitudes and mindsets.

> There is a proverb that says a paper will not be torn unless a nudge and a person would not notice if they were not reminded to do so. So, the outcome of my training is to make people think. They need to think like "I understand now" after every training. A person has a thought from training and I believe he/she would put that thought into practice. The thought would of course be nice and positive. The thought should be implemented in their life. (Interviewee #1)

> It is impossible to change a person with just 60 minutes of training. However, when talking about child discipline, for example, some parents say that a school must to discipline children. Then I say only a teacher should not be responsible for the discipline of children and parents' responsibilities are also important too. Children learn a lot from you, so you should act very responsibly and be positive role models for your children. When explaining this, they will realize it. This is the outcome. I also suggest that learners save a certain amount of money from their monthly income and they do not need to have a lot of income in order to save. This gives a signal to peoples' minds and they think they might like this. It is like lighting a lightbulb in their head. (Interviewee #14)

Though it was not our aim to prove or measure this kind of impact, these outcomes were mentioned most by facilitators in charge of short-term training.

Moreover, some facilitators reported that they are not able to describe the impacts of their training due to the nature of their training and due to a lack of evidence.

> My training usually lasts an hour and is not repeated from level to level. I conduct training for the employees of an organization and/or khoroo citizens. I do not know if these people can use effective communication techniques that I taught them when communicating with their families or children. I am not able to monitor this. So, I could not say better changes had taken place. (Interviewee #7)

> I do not know how to monitor because a person who attended my training may not come back again. It is very questionable whether our training is efficient or not, although we spend a lot of time preparing for these training sessions. We can only see the results immediately after training by observing the emotions and actions of the participants. I understand that because the training is not carried out over a long period of time, we cannot know long-term results. (Interviewee #12)

> I usually do trainings on healthy food or recycling and these trainings are mostly dedicated to khoroo citizens. I do not know if they are applying the knowledge I taught them because I never monitor it. (Interviewee #21)

We noticed that adult learning facilitators and their centres are less likely to consider collecting data to prove outcomes of their activities and their impact on people, even though it is possible to measure outcomes, particularly of long-term training.

We finished our presentation on the research findings regarding the self-image of adult learning facilitators at lifelong education centres in Mongolia. Through this construct, we described how adult learning facilitators interpret their profession, professional roles and professional values and impacts. We now provide insights about adult learning facilitators' job motivation.

4.1.2. Job motivation of adult learning facilitators

The second construct of professional identity is job motivation (Kelchtermans, 2009). It contains reasons to become adult learning facilitators and to remain in the profession.

Reasons for becoming adult learning facilitators

We found both external and internal reasons for becoming adult learning facilitators. One primary external reason was having a stable job and a secure income. Most of our

interviewees mentioned that reason. Lifelong education centres are state educational settings, which means their employees are less likely to lose their jobs than they would be in the private sector. They became adult learning facilitators because they found job vacancies at the lifelong education centres.

> It was very difficult to find a job after graduating from university. During that time, there were many people who graduated as teachers like me. I could not find a job, so I worked as a saleswoman in a small shop. Then I heard from one of my secondary school teachers that there was a vacancy at this centre. So, I applied and joined the centre. (Interviewee #13)

> I met a teacher who was working here at this centre when we were participating in a match. She told the director of the centre about me because they needed a professional majored in cultural studies. So, I was interviewed and joined this centre 13 years ago. At that time, I was just starting my master's degree at the university, so I need tuition fees. That was the reason to work here. (Interviewee #16)

> I used to work for a private organization, then I considered working for a state organization. This was the place I originally found, so I joined in. (Interviewee #19)

Another external reason for becoming adult learning facilitators was having teaching qualifications, including having majored in the subject at university.

> I used to work as an office secretary. But I wanted to work as a teacher specializing in math and computer science, which is my major. I could not find a job at secondary schools. But this centre offered me a job. (Interviewee #2)

> After graduating from university, I could not work because I stayed home for two years to take care of my baby. Then I heard that there was a vacancy for an English teacher, so I applied and joined this centre. Before that, I worked for a private organization for a short time, but I wanted to work as a teacher, which is my major. (Interviewee #3)

Also, having a flexible working environment encouraged some to become facilitators in the field.

> I studied to be a teacher, but have never worked as a teacher since graduation. I was invited to work here. It was possible to run my own small business while working at the

> centre. So, I initially worked here as a part-time teacher, but now I am a full-time teacher because my training attracts a lot of people. (Interviewee #17)

> I used to run my own private tailoring shop. (…). The director of the centre invited me to work at the centre many times. So, I told her that I could work for the centre while running my own business. She agreed. (Interviewee #26)

Meanwhile, a few interviewees stressed that they became adult learning facilitators because they wanted to share their knowledge and skills with people or they wanted to pay their "debts" to the community. We consider this an internal reason for becoming adult learning facilitators.

> In general, I really wanted to share what I know and I can do and make people happy. After my training, people feel very happy. They say that I help them learn necessary things and they express their satisfaction. They tell me that my training is important to them. (Interviewee #15)

> In 1996, I completed my lower secondary education here in this centre. After graduation, I attended vocational school to become a hairdresser. I have become a professional and a breadwinner for my family. I have worked very hard to develop myself. Then I thought that since I am pretty good at what I do, I wanted to help people who are like my previous version and contribute to society. There are many people who want to learn skills, but they cannot because of the lack of tuition fees. So, I joined the centre when my baby was only 3 months old. (Interviewee #28)

Moreover, a few of the interviewees became adult learning facilitators because they liked working with people, particularly adults, and liked being teachers. This could be included as an internal reason too.

> I am interested in communicating and working with people and am very happy with tasks with people. My profession, a lifelong education teacher, is very new to Mongolia and also a profession with working people. So, I decided on this profession and studied for four years and now work as an adult learning facilitator. (Interviewee #12)

> I have had many possibilities to work for other organizations that offer competitive salaries. But I joined this centre because I love to teach. Although I did not specialize in teaching, but rather in law and legal affairs, my dream was to become a teacher. Since

> my background was necessary for this centre, so I was hired as a teacher in charge of citizenship education at the centre. (Interviewee #29)

The above interview excerpts clearly show that both external and internal reasons played a role in people becoming adult learning facilitators. However, external reasons played a more significant role, which is true in almost all fields of work.

Reasons to keep working as adult learning facilitators

We found several tendencies on why adult learning facilitators stay in their jobs at lifelong education centres. *Firstly,* they stayed in their jobs because people still needed their help and support when it comes to education. Some adult learning facilitators mentioned that there would be no-one to help those disadvantaged people if wasn't for them, so they felt they had to continue their work as adult learning facilitators. And some said that they kept working as adult learning facilitators because helping others was a meaningful thing to do.

> I have been working as an adult learning facilitator in charge of family education since 2013. I really want to give information and knowledge to young couples. Because of misunderstanding and other challenges in the early stages of a marriage, many couples get divorced, suppose 4 to 5 thousand couples divorce in a year, and if a couple has 1–2 children, about 10 thousand children will have to grow up without a father or a mother. That makes me sad. (Interviewee #11)

> I always think about who would do this if I did not. (…). After two sessions of my tailoring training, my students talk about me like "The teacher is very kind, treats you as your older sister, and is really dedicated to helping you to learn and helps you earn an income" to their neighbours, friends and communities. I was so inspired to learn these conversations about me and thought who would help them learn if I did not. In the past five years, I have helped around 700 women learn the basics of tailoring or sewing and around 300 of them have made tailoring as a source of their income. (Interviewee #26)

> I think people have to change their attitudes and people have to have a positive attitude. We all live once so that it should be spent meaningfully. I mean we should do something helpful for people. (Interviewee #19)

Secondly, some adult learning facilitators stayed in their jobs because they became more interested in or attracted to their work.

> What appeals to me most is that I am very interested in teaching adults. I do not have to tell adults everything in detail like children, but we can discuss a problem together in a free environment. I can be myself when I work with them. (Interviewee #6)

> As working here, I was attracted and became interested in my job. I especially like working with adults because when I teach them what they need, their eyes light up and ask me about the next training session. That is so inspiring to me. (Interviewee #13)

Thirdly, adult learning facilitators stayed in their jobs because their job led them to grow more as a person and/or as a professional.

> People around me keep telling me that you and your teaching skills have improved a lot since working with adults. So, I realized that while working here at this centre I learned and that I have the opportunity to learn more work here like this. (Interviewee #14)

> If you worked in a secondary school, you would be only teaching for children, but our centre works with many organizations, local adults, private institutions and schools. This helps me to create and have broader networks. That is what I like about my job. (Interviewee #27)

> I could never have imagined working for the lifelong education centre. But now I am very glad to work here. If I were to work for a secondary school, I would only be working with children. Here my skills have improved more and more. So, I thought it was a right choice to work here. (Interviewee #32)

Fourth, a supportive working environment was another important factor that helped adult learning facilitators want to stay in their jobs. Particularly, the friendly and supportive atmosphere among colleagues and competent leaders made some facilitators want to stay in their jobs.

> My colleagues here are just great. If we do not get along well, it would be very difficult to work here. Plus, our administrators are very good at what they have to do. They lead well, communicate efficiently with us and do things that enable us to work here longer. If there was pressure from administrators, I would feel uneasy. (Interviewee #15)

> Our centre is very nice. We as colleagues help each other. When you have a big problem, it is really nice to have co-workers talking. This is what makes me not think about changing my current job. (Interviewee #22)

Fifth, a few adult learning facilitators stayed their jobs because they felt indebted to the field.

> It was very difficult [to work here] at first. I came here with no knowledge and experience of how to teach adults. They helped me to take part in many professional training courses, which helped me develop my skills in teaching adults. That made me stay here for seven years. I started my teaching career this centre. I want to be persistent. (Interviewee #3)

> The reason I keep working here is because the centre has helped me grow since I came here. I was just a graduate with nothing to know or do. I had zero knowledge of developing and designing programmes, preparing reports and speaking confidently. So, the director of the centre taught me everything. (…). Other teachers, especially experienced teachers in our centre at the time, also helped me develop my skills. They have been so helpful and supportive to me, so I am still here. (Interviewee #13)

Finally, being close to the mandatory retirement age was another important factor for adult learning facilitators at lifelong education centres to stay in their jobs. Several adult learning facilitators thought that it would be difficult to get jobs at other organizations because of their age, so they stayed in their jobs instead.

> I will retire in three years. Before that, I want to develop more my skills and help people as best I can. (Interviewee #11)

> I have a few years left to retire. For example, if I change the job now, for example, no school would hire a person who is over 50 years old. So, I thought I should work here until I retire. (Interviewee #21)

Other reasons included facilitators getting used to what they do daily, wanting to keep their stable jobs and liking the flexible working hours, so that they could spend time with their families. However, these reasons were not collectively mentioned.

In conclusion, it seems that we can categorize the above-mentioned reasons into internal and external ones. The internal reasons for continuing to work as adult learning

facilitators include helping deprived people, liking their job more because it helps people, as growing as a professional, and paying perceived debts to the profession or the centre they work at. The external reasons included a supportive and friendly working environment and being close to the mandatory retirement age.

Our findings clearly indicate that adult learning facilitators' job motivation shifts from external reasons to internal ones as they work. This may indicate that they may become more committed to the field over time.

Under the job motivation construct of professional identity, we presented our results on why adult learning facilitators starting working in the field and why they continue to work in it. Now, let us look at the tasks within their professional role.

4.1.3. Tasks of adult learning facilitators

Tasks, one of five constructs of professional identity (Kelchtermans, 2009), pertains to professional tasks and activities which characterize a profession. Here, we describe specific tasks performed by adult learning facilitators in Mongolia under their main role of teaching adults.

According to our interviewees, the most mentioned tasks were 1) studying training topics; 2) developing and updating training programmes; 3) preparing and updating training handouts and aids; 4) assessing adult learning needs; and 5) selecting training methods. These five kinds of tasks can be considered primary tasks within the facilitators' teaching roles (Table 4.9).

Table 4.9

Primary tasks of adult learning facilitators

Studying about training topics	I have to read so much to conduct family education programme's trainings. I lack the knowledge on this topic. From this broad topic, for example, I want to pick a topic on communication between parents and children and deepen my understanding about this topic and I want to speak about it confidently in front of people. So, I need to study more on this topic. I study like that. (Interviewee #7) I need to deepen my knowledge. So, I need to get more information and read more. I usually get information from family psychologists and read other books. (Interviewee #11)
Developing and updating training programmes and plans	I prepare my training programmes and plans. (…). If I did not update these, people would ignore them, so I always have to update them. (Interviewee #15) I certainly create training programmes and plans. Then I try to conduct my training based on these programmes and plans. (Interviewee #23)
Preparing and updating training handouts and aids	I create a lot of handouts with the help of schemes and diagrams. Sometimes I ask adult learners to do such handouts. I usually use handouts, brochures, schemes, presentation slides and my training programmes. (Interviewee #2)

	I often prepare training handouts. I prepare my training aids, handouts and photos in larger sizes to make them visible and touchable. For example, let's say that when I talk about flood disasters, not only should I say to imagine a *ger* (traditional house) that is affected by flooding, I need to show real photos of it. They can learn well from real things instead of abstract imaginations. The information I show can change from year to year. So, I have to change and update regularly. (Interviewee #13)
Assessing adult learning needs	We of course conduct training for employees from other organizations as mobile teachers and carry out needs assessment of citizens, but I have not yet participated in this activity since joining the centre. I heard that the centre has such activities in the fall. I am not sure if this activity is generating [learning] needs well, and I am thinking of doing needs assessments this year through Facebook pages. If young adults could be active, this is an efficient way to go. (Interviewee #8) I ask organizations what problems they are facing. Then I make a list. In this organization there would be a communication problem between managers and workers. I recognized that from the list. (Interviewee #13) Our centre sends official letters to all khoroos in Sukhbaatar district saying that we offer this and that training for adults. Then they give us a call and let us know about training courses and dates they have chosen. (Interviewee #33)
Selecting training methods	I choose different methods to conduct my training because of different target groups. Although methods are different, the training content and goals should be the same, only the way to teach them is different. I usually use videos because people like them. If we only discuss the topic, people may get bored, so I can show videos. Of course, videos should be relevant to the topic. (Interviewee #1) I choose my training methods according to whom, for example, which organizations and which people I will teach. (Interviewee #6) After I assess their learning needs, I plan my lesson. Then I choose my teaching didactics how to follow sequences when talking about the topic. (Interviewee #13)

The most mentioned task was studying training topics. This is because, on the one hand, it is inevitable that every teacher needs to know a lot about what they teach (Shulman, 1987). On the other hand, it is also because most adult learning facilitators are not professionals in their subject specialization, which means they need to study more. *The second most mentioned task* was developing and updating training programmes and plans. Having training programmes and plans can guide an actual training process, and it also serves as an official document to confirm facilitators' tasks. Moreover, they mentioned that training programmes and plans should be updated regularly, specifically after every actual training, because they noticed that some parts need to be changed. Additionally, since there are no separate positions as programme developers or planners at the lifelong education centres in Mongolia, this task is inevitably performed by adult learning facilitators themselves. However, reference training programmes developed by the National Centre for Lifelong Education were available for adult learning facilitators. *The third most mentioned task* was preparing and updating training handouts and aids. This task could have been included in the task of developing and updating training

programmes and plans, but we present it here as a separate task because most facilitators mentioned it as being key, and because this took more time for the facilitators to do. It also required regular updates from the facilitators. Training handouts and aids make training efficient and successful, so the facilitators seem to pay more attention to preparing and updating them regularly. *The fourth most mentioned task* was assessing adult learning needs, although how facilitators did this task seems problematic. When assessing adult learners' learning needs, adult learning facilitators tend to approach secondary sources such as khoroo workers and organization managers, while they do not directly contact adult learners at those khoroos and organizations. *The final most mentioned task* was about selecting appropriate delivery methods. Although this could have been included in the task of developing and updating training programmes and plans, it was still highlighted as the one of primary tasks by a few facilitators.

Our interviews with adult learning facilitators also revealed tasks other than the primary tasks we described above. These were 1) advertising lifelong education opportunities and centres to target people; 2) cooperating with other organizations; and 3) reporting (Table 4.10).

Table 4.10

Other tasks of adult learning facilitators

Advertising lifelong education opportunities and the centres	I attended a workshop last year. The workshop participants were young teachers like me. There was no one who knew about our centre and heard of the non-formal education. When I introduced myself to other participants in the workshop, I spoke about my job. Everyone looked at me and asked what it was when I said I work in a lifelong education centre. So, I talked at length about my centre. I let them recognize our centre even though I attended the workshop for all teachers, regardless the fields. In general, I always try to advertise our centre when participating in such activities. (Interviewee #8) In addition to conducting training courses and other activities for the public, assessing learners' needs and asking the overall impression of the training, I often promote and advertise our centre and its activities. (Interviewee #25)
Cooperating with other organizations	We need to cooperate with other organizations and work with others not only within the centre but also outside of the organization. We need skills to cooperate and work together. (Interviewee #8) We plan activities with khoroos, for example meetings, open days, etc. and organize them with the help of khoroos. (Interviewee #14) We often work with all of the organizations in our district. (Interviewee #29)
Reporting	I need to prepare data, reports and survey reports. I have to prepare them from all from the start. (Interviewee #9) I have to prepare and organize all reports, documents on time. After every training, I have to write and register reports and official documents in due time. (Interviewee #35)

These activities seem to be more relevant to institutional administrative functions. In all in, these activities regardless of primary and other tasks corresponded to the tasks presented in their formal job description. Now, we want to show how adult learning facilitators perceive and evaluate their performance on these tasks.

4.1.4. Self-esteem of adult learning facilitators

Self-esteem, another construct of professional identity (Kelchtermans, 2009), pertains to how one perceives and evaluates one's efficacy as a professional. In other words, it is one's own self-judgement on one's performances as a professional. To explore this aspect, we used both interviews and a survey.

Our interviews with facilitators found several tendencies regarding their successes and failures as adult learning facilitators which can help us understand their self-esteem (Table 4.11).

Table 4.11

Successes of adult learning facilitators

Success as helping others	Although few, people have increased their incomes and improved their living conditions by taking my training courses and applying these [the skills learned] in their lives. I believe this is my success as an adult learning facilitator at the lifelong education centre. (Interviewee #4) Through literacy training, 5-10 people are literate every year. They acquired basic literacy skills. Additionally, although few, people improved their level of literacy education. This is my professional success. (Interviewee #9) I think it is a success that I give people a certain amount of information, albeit. I give hope to people facing problems and tell them that there is another door for them. This is my contribution as an adult learning facilitator. (Interviewee #11) I make people happy. The people who attended my training did not suffer from income lack of income. This opportunity was offered to them. (Interviewee #15)
Success as a recognized and competent professional	Adult learning facilitator is a very unique professional. I train a lot of people and go everywhere to train, so many people recognize me. Lots of people I do not know well know me. It is about broad networks. On the one hand, it takes a lot of responsibility to be known by many people. But on other hand, it is a success that I was recognized by a lot of people because I would not be recognized if I did not work as a facilitator. (Interviewee #8) My success in working with adults is that I have built great networks. Everywhere I go people ask me about my training courses and so on. (Interviewee #13) We could not take enough training reservations from other organizations. We are now fully booked with training reservations. This is an outcome that our centre has recognized by society. (Interviewee #3)
Success as learnt and improved own professional skills	I used to prepare very theory-oriented training content, now I prepare it based on adults' life situations. Second, I used vague content, so it was unclear what exactly people understood or learned from it. I was just talking about family

	problems. Now, as I prepare for my training, I always keep in mind that what exactly people learn from it. My goal is to make it clear that this and that should be learned by the students. This is a great success for me. I also believed that adults have clearer purposes and they are more responsible compared to children. But in reality, adults are not what I expected. My didactic or teaching skills have improved because I have worked with such adults and thought and practiced how I can train these adults further and let them participate in my training. (Interviewee #14) I used to work in purchasing. I only worked with numbers, not with people. After joining this centre, I have learned to draw people's attention to myself and to communicate with people. Basically, I have learned everything here. (Interviewee #19) As a teacher, I think about teacher development. I am improving my skills here, such as learning and improving my computer skills and life skills. I also learn a lot when I conduct my training. I feel like I am a learner alongside my adult learners. (Interviewee #28) I learned to communicate with adults. I have learned what challenges adults when listening to them and what I should prepare when teaching them. (Interviewee #30) I have become more confident while working with adult learners. I used to be very shy and afraid to speak in front of people. When I started working here, I realized that I need to be calm and confident and I try to change myself. Adults notice this very quickly if I you speak uncertainly ad speak with your throat trembling. So, I have become self-confident. I think this is my success. (Interviewee #32)
Success as changed (positive) attitude toward the profession and professional development	I have to be very skilled in general. It became clear to me that different skills are required depending on who I am teaching, such as doctors, teachers or police. It is very important that you are versatile when training for whom and where. I understood that I had to be very knowledgeable in many areas. (Interviewee #7) When I chose the profession, it was not recognized well and people were less aware of it. So, I regretted choosing such a career. After officially entering the field, I thought I was doing a meaningful and philanthropic job. This was a positive eye to see my profession. This is a big change for me. (Interviewee #12)

Adult learning facilitators seem to define their successes in two ways: 1) how others positively changed and 2) how they themselves positively changed. We can call these external and internal. Some identified their successes as their learners' achievements such as learners' gaining knowledge and skills and earning more money. We called this kind of success externally relevant. Yet, some facilitators defined their successes as their own changed attitudes and mindsets toward their own profession, professional expertise they gained and being recognized and accepted as a competent professional by others. This constitutes internally relevant success.

Along with their successes, we asked about their failures as adult learning facilitators at the lifelong education centres (Table 4.12).

Table 4.12

Failures of adult learning facilitators

Failure as lesson learnt to grow professionally	Mistakes happen a lot. People who did not know about their mistakes would not be improved any further. After every training, I always think that things worked and things did not work. I think that for one reason or another I could not achieve the goal. And I think of how I can improve it next time. Training is a process that should be enhanced through regular practices. The training I carry out today will not done the same next time and should be improved from today's level. (Interviewee #8) After every training, I think that I should have talked about this matter or this case. Then I redesigned the programme. I added or removed parts while reflecting that people were not interested in this or that part. That is how I improved my training. (Interviewee #11). I delivered false messages many times. People learn from their mistakes. I think that I provided such a wrong understanding because of using wrong words. So, I understood that I have to think carefully about the content of my training. (Interviewee #13) After training, there were times when I was dissatisfied. For example, people were inactive and did not pay any attention to the training, I think I should have changed the topic like this or I should have chosen other methods. (Interviewee #14)
Failure as disappointment in being unqualified ALFs	I made a lot of mistakes. When it comes mistakes, I am very disappointed in myself because I see things that I do not know or I do not know answers that come from adult learners. They ask a lot of things that have nothing to do with my job because they think that I am a universal person. For example, I am a computer teacher, but they ask me to fix their computers. Although these people help me to improve my skills, I find it very difficult. There is no one in the centre to ask questions that I do not know. I feel alone. If my centre has at least two computer teachers, we could talk and work together. (Interviewee #2) It is very tough for me because I lack professional skills. I wonder why there is no guidance for us. There are topics listed in the reference curriculum, but we do not know what kind of content should be included because there are no instructions. Particularly, family and moral education programme teachers feel very uncertain because I do not know what to teach under these subjects. So, I needed professional training. But there were not any, I was so stressed out. (Interviewee #10) It was only a day ago that I learned that the district emergency department had reserved a training on family education. I asked about specific topics, but they generalized it as family education. I could not prepare well because of a tight deadline. Then I spoke about the content framework of family education. But that was not what they expected. I felt that they were thinking like the family education teacher was saying unclear things. I criticize myself. (Interviewee #33)
Failure as being unable to help adults more (due to lack of time; lack of facility support)	I always think that I could spend more time helping people who have come to learn literacy skills, or learn to read or write. But because of my other responsibilities, I do not have any extra time to help them. If my home is around, I could have called them to my home to help them more. But there are no such opportunities. (Interviewee #9) If I had some resources, I could have helped them more. My learners ask me about where they can sell their products and about whether I can offer them places to sell their products. If I had that, I would happily help them. They could be happy about that. (Interviewee #15)
Failure as lost chances	I enjoy studying history and my background is a social science and history teacher. I thought about becoming a historian. I got a chance to work for the

	History Research Institute, but I preferred to work as a teacher. When I decided to become a teacher for adults, I lost my chance to become a historian. (Interviewee #1) Our reputation is low and it is lower than that of secondary school teachers. So, sometimes I have the feeling that I do not want to work here. We should have higher prestige than school teachers. (Interviewee #6) My English skills are getting worse. Although I teach basic English for adults, I cannot improve my own level. I am losing periods of time to improve. (Interviewee #27 I could have made more money working as a hairdresser, but I chose to work as a teacher. (Interviewee #28)

Some adult learning facilitators saw their failures as chances for learning. They failed many times, but they reported that this helped them to improve their performance as adult learning facilitators. They reflected on their failures or mistakes after every training and revised and updated their training programmes based on these reflections. Schön (1983) highlights that practitioners improve their professional skills by reflecting on what worked well in the past. In our case, some adult learning facilitators seem to reflect on what did not work well in the past and revised their training programmes based on such reflections. This is why they tend to see their failures as lessons learnt. Some other adult learning facilitators stated that the fact that they did not have professional qualifications felt like a failure. As we mentioned earlier, adult learning facilitators tend to question their professionalism, particularly their specialization in subject-matter and adult teaching methodologies. This is why some facilitators might consider not having qualifications as being a failure. This indicates a lack of professionalization among adult learning facilitators in the country. The other group of adult learning facilitators identified their inability to help adult learners more as being a failure. However, this does not seem to be connected to facilitators' own capacities, but rather it seems it is due to a lack of resources. Other facilitators tend to see lost chances as failures. Some expressed the view that they could have done better by pursuing different careers. We should note that quite a lot of adult learning facilitators (twelve out of thirty-five) said that they did not fail or make mistakes.

As with successes and failures as lessons learnt, we found that adult learning facilitators tend to have quite good self-esteem and a positive view of their own performance, even if some of them still question their qualifications.

To understand adult learning facilitators' self-esteem, we used the self-efficacy survey mentioned above (Table 4.13).

Table 4.13

Adult learning facilitators' self-efficacy

Dimensions	#	Statements	*M*	*SD*
Course design	1	I am certain that I have sufficient professional ability.	3.64	.748
	2	I am confident that I establish teaching objectives.	3.89	.738
	3	I am confident that I select appropriate teaching material.	3.89	.725
	4	I am certain that I arrange an appropriate timeline.	3.79	.805
	5	I am certain that I prepare teaching material before class sessions.	4.19	.810
Instructional strategy	6	I am confident that I utilize effective teaching methods.	3.90	.771
	7	I am certain that I sustain students' attention.	3.96	.733
	8	I have confidence in inspiring and maintaining students' motivation.	4.22	.784
	9	I am confident that I utilize various inquiring skills.	3.93	.750
Technology use	10	I am confident that I utilize technology to enhance teaching.	4.03	.778
	11	I am confident that I select appropriate teaching media.	3.93	.737
	12	I am confident that I produce relevant teaching media.	3.79	.805
	13	I am confident that I employ software relevant to teaching.	3.80	.837
	14	I am confident that I operate various types of teaching apparatuses.	3.79	1.284
Classroom management	15	I am certain that I promote a democratic environment.	3.78	.866
	16	I am certain that I nurture a pleasant learning environment.	3.90	.796
	17	I am certain that I maintain a good relationship with students.	4.24	.754
	18	I am certain that I share personal experiences with students.	3.91	.845
	19	I am certain that I listen to students in order to understand their thoughts.	4.15	.794
Interpersonal relation	20	I am certain that I provide assistances to students.	4.25	.744
	21	I am certain that I co-assess learning results and advise students.	4.12	.756
	22	I am certain that I provide appropriate assistance to students.	3.95	.848
Learning assessment	23	I am certain that I utilize a variety of assessment methods to evaluate students' learning achievement.	3.82	.731
	24	I am certain that I assess methods for teaching objectives.	3.80	.825
	25	I am certain that I provide students the opportunities for exercise.	4.08	.689
	26	I am certain that I assess students with positive methods.	4.09	.722
	27	I am certain that I improve teaching from assessment results.	4.11	.800

Note. Means based on 5-point scale: 1=strongly disagree; 2=disagree; 3=somewhat agree; 4=agree; 5=strongly agree

The table 4.13 shows that adult learning facilitators' self-efficacy ranges between "somewhat agree" and "agree". This means that they positively evaluated their professional skills.

We also distinguished adult learning facilitators into two groups using the threshold mean of 3.5: those who felt low self-efficacy and those who felt high self-efficacy. Based on the two groups, we wanted to see whether their working experience influenced their self-efficacy (Table 4.14).

Table 4.14

Self-efficacy and working years

Self-efficacy domains	Self-efficacy groups	Working years as ALFs				Chi-square Test		
		0–3	4–6	7+	Total	Value	df	Asymp. Sig. (2-sided)
Course design	Low self-efficacy	18.8%	21.1%	25.7%	21.9%	13.66	17	0.691
	High self-efficacy	81.3%	78.9%	74.3%	78.1%			
Instructional strategy	Low self-efficacy	15.6%	23.7%	8.6%	16.2%	19.28	17	0.313
	High self-efficacy	84.4%	76.3%	91.4%	83.8%			
Technology use	Low self-efficacy	18.8%	18.4%	37.1%	24.8%	18.28	17	0.372
	High self-efficacy	81.3%	81.6%	62.9%	75.2%			
Classroom management	Low self-efficacy	21.9%	21.1%	17.1%	20.0%	15.15	17	0.585
	High self-efficacy	78.1%	78.9%	82.9%	80.0%			
Interpersonal relation	Low self-efficacy	18.8%	13.2%	14.3%	15.2%	15.60	17	0.553
	High self-efficacy	81.3%	86.8%	85.7%	84.8%			
Learning assessment	Low self-efficacy	18.8%	23.7%	14.3%	19.0%	20.30	17	0.259
	High self-efficacy	81.3%	76.3%	85.7%	81.0%			

There were no statistically significant differences between the groups. This means that all adult learning facilitators evaluated their self-efficacy from average to good regardless of their different working experience.

Moreover, we analysed whether adult learning facilitators' teaching approaches influenced their self-efficacy (Table 4.15).

Table 4.15

Self-efficacy and teaching approaches

Self-efficacy domains	Self-efficacy groups	Teaching approaches		Chi-square Test		
		Student-centred	Teacher-centred	Value	df	Asymp. Sig. (2-sided)
Course design	Low self-efficacy	60.9%	39.1%	1.61	1	0.205
	High self-efficacy	74.4%	25.6%			
Instructional strategy	Low self-efficacy	52.9%	47.1%	3.40	1	0.065*
	High self-efficacy	75.0%	25.0%			
Technology use	Low self-efficacy	61.5%	38.5%	1.66	1	0.198
	High self-efficacy	74.7%	25.3%			
Classroom management	Low self-efficacy	76.2%	23.8%	0.29	1	0.589
	High self-efficacy	70.2%	29.8%			
Interpersonal relation	Low self-efficacy	56.3%	43.8%	2.13	1	0.144
	High self-efficacy	74.2%	25.8%			
Learning assessment	Low self-efficacy	75.0%	25.0%	0.15	1	0.694
	High self-efficacy	70.6%	29.4%			

Note. * $p < .01$

Table 4.15 shows that adult learning facilitators who had low self-efficacy tend to use teacher-centred approaches ($\chi^2 = 3.40, p - value = 0.065$). As they use the teacher-centred approach in their facilitation, they are less satisfied with their work efficacy. There were no other statistically significant differences in other areas of self-efficacy

and teaching approaches. This means that facilitators with different teaching approaches felt the same degree of self-efficacy.

Based on both the interview and survey results on self-esteem, adult learning facilitators are likely to positively evaluate their performances as professionals, thus their self-esteem is positive or high. They seem to question their qualifications, but at the same time they tend to say they perform pretty well at their professional tasks. We will discuss this contradiction later in the chapter.

We have finished our description of the results of self-esteem of adult learning facilitators. Now we present our findings on the future vision of adult learning facilitators.

4.1.5. Future perspectives of adult learning facilitators

Future perspective, which is the final construct of professional identity (Kelchtermans 2009), indicates how adult learning facilitators see their near future as professionals. We observed three tendencies among the interviewees (Table 4.16).

Table 4.16

Future vision of adult learning facilitators

Positive future vision linked to the well-recognised field of non-formal and lifelong education	Compared to when I started working in this field, people's understanding of the field is improving. This field will be very useful in the future. When I go to khoroos and meet people, some of them have no information about our centre and others already know. They say that our organization is very nice. Some say they are not shy when they come to the centre because there are no children studying with them, so they feel free to learn. (Interviewee #15) In the future, 10 years later to be precise, many people will be familiar with the lifelong education centres and their activities will be more increased and access to further training will be improved. I believe two out of every three people will be recognize the field. I believe in the bright future of this organization. (Interviewee #32)
Positive future vision linked to qualified professionals	I think this field has a bright future. Last year I went to South Korea to study, but came back. At that time, a secondary school offered me a job there, but I chose the centre again. I have continuously developed myself here. I also built up a lot of networks during my work here. It will be powerful in the future. (Interviewee #2) Being an adult learning facilitator means being knowledgeable in many areas, understanding adult learners well, and having a high level of empathy. Thus, I have to develop myself as an adult learning facilitator. That is why I always try to take part in training courses when I get the chance. (Interviewee #8)
Negative future vision	People have different opinions. I have heard many times that lifelong education centres are not well-developed areas, so it does not make sense to work in this field. So, I am still confused about whether or not to have to work here. I have been working for 10 years and now sometimes I think that I should give up the field. (Interviewee #7) If I will work here, I will not improve my capacities because I a, only talking about these trainings and delivery methods. So, I have to pursue my studies several years later or I have to choose another field. (Interviewee #25)

Adult learning facilitators' future vision seems to be largely dependent on the field's development and its prestige in society. Some, particularly those who have stayed longer in the field, were likely to have a positive vision of their field because they say it as continuously developing and receiving recognition in society (though slowly). They knew how the field was 10 or 15 years ago and compared it to how it is now, and based on this they tend to say that the field is developing or growing. This seems to make them stay at the field and to view their future brightly. However, there were other facilitators who thought that their field is not doing so well and were more likely to shift into different fields.

We wanted to connect this finding with their future careers and plans mentioned in the job motivation part. We found two scenarios in their career plans. *The first scenario* is that the more experienced facilitators, who may also be older, tend to stay in the field while continuously updating their competences because they witnessed that their field is gradually recognized. *The second scenario* seems to constitute two different paths. The more novice facilitators, who may be younger, are likely to change their careers completely because they think there is not much recognition in adult learning and education. The other novice facilitators tend to have breaks from their work to advance their competences by pursuing formal studies, but aim to return to the field because they recognize its importance. Thus, we can conclude that how facilitators recognize their field's importance could direct their commitment towards their jobs and future career plans. Obviously, how the profession is recognized and accepted by the public has a great impact on how facilitators see its importance.

We present our results about adult learning facilitators' professional identity separately through five constructs; namely, self-image, job motivation, tasks, self-esteem and future perspectives. Next, we present multiple identities among Mongolian adult learning facilitators by combining some of these constructs of professional identity.

4.1.6. Different identity "profiles"

Based on self-image and self-esteem constructs, we found three different identities among adult learning facilitators: 1) Identity as a teacher with the transmitting perspective who is confident; 2) Identity as a teacher with the transmitting perspective who is less confident; and 3) Identity as a mentor with the nurturing perspective who is confident (See Figure 11).

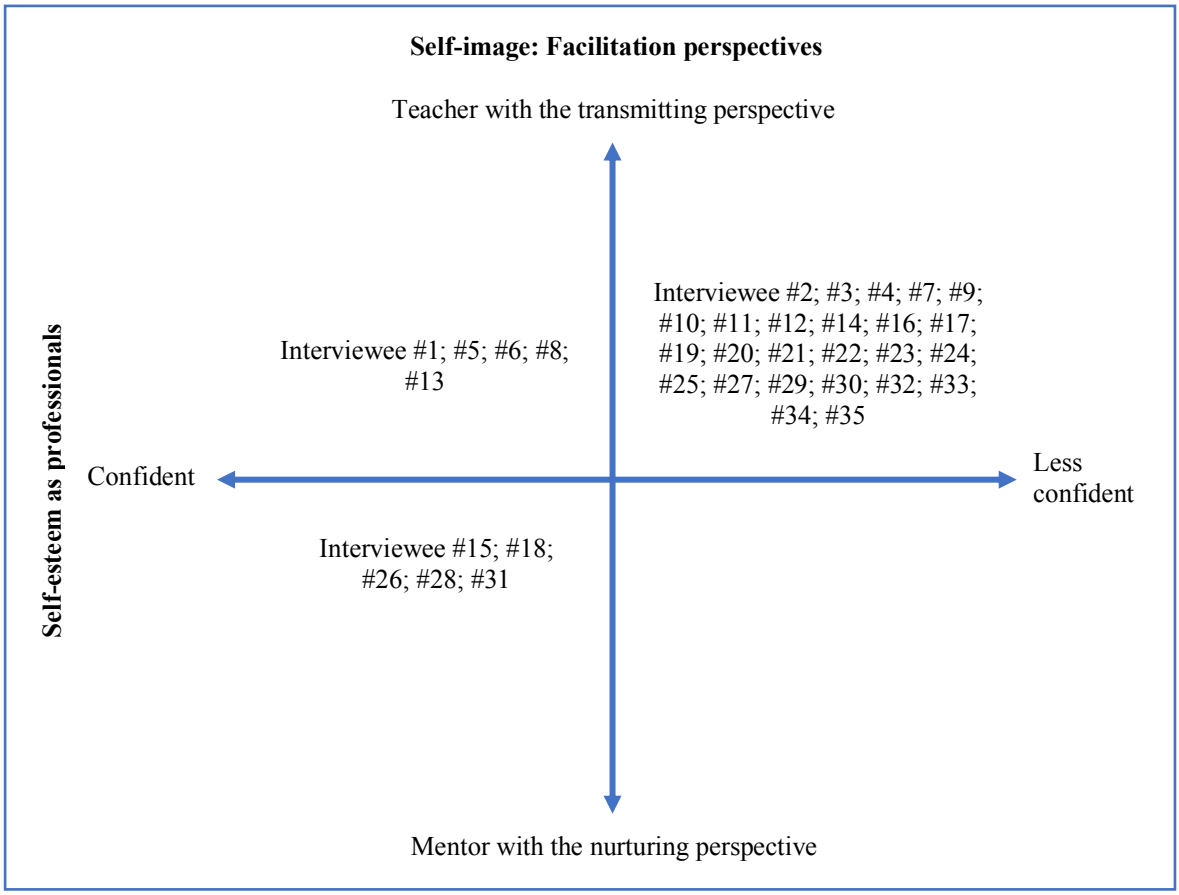

Figure 11. Facilitator identity types
based on two constructs: self-image and self-esteem

Identity as a teacher with the transmitting perspective who is confident: There were five adult learning facilitators that fitted this identity profile. They tend to conceptualize adult learning facilitation as a transmission of necessary information, knowledge and skills and consequently, they act like professional teachers. They are quite confident about their professional performance. The features they commonly shared were that they had a teaching specialization and they were responsible for short-term adult training.

> Adult learning facilitators need to be an expert in many fields. Since you are working with adults, you need to develop your abilities as best you can. My value for being an adult learning facilitator is that I transmit useful knowledge, information and skills to those who come to our centre. I have acquired all the necessary skills that I need to have. I believe that I have acquired it sufficiently. I believe that the learners will never have negative energies after my training. (Interviewee #9)

> When I conduct a training based on their learning needs, the adults' eyes light up and they ask me about the topic of the next session. That is what makes me so inspired. Then I think that I did this training for this organization, now this organization has this kind of weakness, so I need to do some training to fix the weakness. I can see that easily. I always think that working with adults I have built a broad network. So, everywhere I go, there are people who know me and ask me about training. I have also published a book about inclusive education based on my experiences. Besides, I have now become a mentor-teacher who has many teacher-learners. I advise them to conduct this training this way and make good use of these learning resources and materials, etc. (Interviewee #13)

Identity as a teacher with the transmitting perspective who is less confident: There were 25 adult learning facilitators who fitted this identity profile. Like the previous type, many had a teaching specialization and they also tended to see adult facilitation as a transmission of necessary information, knowledge and skills. However, they seem to be less confident compared to the first group because they tend to question their qualifications as competent professionals. Most of them questioned their competence in terms of adult teaching methodology and their subject specialization. Moreover, some of them feel less confident because of their lack of experience.

> I think that an adult learning facilitator is a very outstanding person who is very knowledgeable in many fields, who can pass knowledge on to everyone and everywhere, who can communicate with people according to their level of understanding, who is a very good lector and who can draw people's attention by 60 minutes. In general, I have to be very skilled. I think I am not enough as a teacher in charge of the family education programme for adults. I have never studied about family education issues and I have never been trained on this. To be honest, I am not at all sure that I can talk about family-related issue in front of the learners. (Interviewee #7)

> I think that the feature of this profession is to deliver information to learners regardless of their age, needs and level. People treat me differently because of my age. It may be strange to people that a child is standing in front of them and giving a talk for them. They ignore me at first, but I ask them questions. When they answer, I will add what I have read and prepared. Compared to them, my life experiences are limited, but my advantage is that I read and study more. (Interviewee #14)

> I understand that adult learning facilitator is a person who have fully and perfectly acquired skills, knowledge and information in many fields and who can pass them on to others. In general, thus is a person who is a highly skilled. Therefore, we need to work

> on our methodological skills in adult teaching and develop and improve those skills in adult teaching. Adult teaching methodology issues are never addressed. We need to acquire this skill. I believe that there has to be a difference between teaching adults and teaching children. Ultimately, this is essential because they have very different characteristics and receive different levels of information. Particularly during this time, not only adults but also children receive a lot of information, so that we can attract them by how we teach, but by not what information we have. There is a clear difference in teaching adults, so we have to acquire it. (Interviewee #25)

Identity as a mentor with the nurturing perspective who is confident: There were five adult learning facilitators with this identity profile. They tend to conceptualize adult learning facilitation as a means of nurturing their learners and thus they act as mentors. What they had in common was that they did not have teaching specializations, or received qualifications through attending short-term intensive teacher preparation training, and they were all in charge of vocation-oriented long-term sewing and hairdressing courses for adults. They mentor their learners by sharing their experiences and apprenticing them step by step, and helping learners to grow their potential not only what they intended to learn, but also in other aspects of a life.

> When they [adult learners] come to training, they tend to talk about their struggles and successes. I never tell them to start class because I need to listen to them and talk to them. As I do this, I try to know the attitudes and moods of each learner, for example, I want to know how this person is feeling today. Some people today may not want to do anything at all, but just sit and talk. That is why I never ask all of my learners to do the same things at the same time. (…). They need to be encouraged as much as possible. They would be genuinely happy if you praised them and touched them, for example patting on the shoulders. Also, I ask a learner what colour to prefer which colour for sewing and the learner replies as if you need to know because you are the teacher. But, I say "It is nice to talk and discuss with you" and the learner becomes very happy and encouraged. (…) I have acquired all necessary skills that are required by adult learning facilitators. Thanks to my many years of professional experiences, I have researched and understood a lot and gained a lot of experience. (Interviewee #15)

> There were three women in my khoroo. They did not work, drank alcohol, and liked to wander, do nothing even take a shower. So, I asked them to attend my training and they took part in it. After completing the training, I connected them with a programme supported by World Vision. They recently participated in the district's youth activities and they won the hiking match. They were people who were excluded from society. My

> khoroo governor told me how you changed them and what you put on their minds. Their minds were empty and now they have completely changed. They came to me and said, "Now we are busy and do not have time to drink alcohol. We sew a lot and when we have free time, we participate in khoroo activities. There are three other people who need to attend your training and make them like us." (…). I think there is a big difference between people attending other paid training courses and people attending training courses at our centre. In other training courses, people tend to attend training because they have already paid. But here people can respect and appreciate me because they think that this teacher is spending her precious time without pay. They really respect that. They have no intention of wasting a teacher's time. They always try to come on time. If they cannot do it, they contact me. I understand that this is the value of the lifelong education centre. (Interviewee #26)

> Being an adult learning facilitator is like being a psychologist. There are many pathetic women out there. Some have suffered from domestic violence and some come here secretly from their husbands for training. And there are women whose husbands are very supportive. I see that every woman has a circumstance. So, I should not be so happy or so sad. I believe that since coming to the centre, they have to shine and learn new things. (Interviewee #31)

In terms of self-image, facilitators may have two facilitation perspectives: those who act as teachers with the perspective of transmission of knowledge and skills and those who act as mentors with the perspective nurturing their learners. This confirms our hypothesis that adult learning facilitators' teaching approaches are affected by their conceptualization of themselves as adult learning facilitators. Moreover, these different facilitation perspectives seem to be dependent on facilitators' teaching qualification, as well as types of training. For instance, the majority of facilitators who act as teachers with the transmission perspective had a specialized teaching background and were in charge of short-term adult training. Meanwhile, all facilitators who act as mentors with the nurturing perspective did not have a teaching diploma, or acquired a teaching diploma through short-term intensive training and they were all responsible for vocation-oriented adult training. In terms of self-esteem, some facilitators seem to be confident in their professional performance, while some seem confident due to their lack of qualifications and facilitation experience.

We completed our research findings on professional identity of adult learning facilitators. We now shift to the next part of our research results on the competences of adult learning facilitators.

4.2. Competences of adult learning facilitators

This part of the research was dedicated to identifying common and core competences for adult learning facilitators at lifelong education centres in Mongolia. Additionally, we clarify to what extent they had acquired competences we listed. We also describe how the professionalization of adult learning facilitators had been carried out in the country.

4.2.1. Common competences of adult learning facilitators

In this section we describe the common competences needed by adult learning facilitators to perform their professional tasks efficiently. We present the results in several parts: 1) common competences identified by various stakeholders; 2) common competences of adult learning facilitators with different levels working experience; 3) common competences of adult learning facilitators with different teaching approaches; 4) common competences of adult learning facilitators with different self-efficacy levels; and 5) common competences defined by adult learners with different educational levels.

1) Common competences identified by various stakeholders

Here we describe the common competences of facilitators defined by three different types of stakeholders in adult education and learning; namely, adult learning facilitators (ALFs), administrators and adult learners (Table 4.17).

Table 4.17

Differences between the competence domains among different stakeholders

Competence domains	Stakeholders	n	*M*	*SD*	ANOVA	
					F-stat	Sig.
Assessing learning needs of adults	ALFs	105	3.295	0.472	2.465	0.087*
	Administrators	22	3.197	0.551		
	Adult learners	150	3.138	0.611		
Designing and planning programmes	ALFs	105	3.479	0.460	10.570	0.000***
	Administrators	22	3.379	0.463		
	Adult learners	150	3.187	0.540		
Subject-related, specialist domain	ALFs	105	3.396	0.439	0.404	0.668
	Administrators	22	3.482	0.515		
	Adult learners	150	3.387	0.474		
Didactical-methodological domain	ALFs	105	3.411	0.450	1.311	0.271
	Administrators	22	3.402	0.391		
	Adult learners	150	3.319	0.483		
Monitoring and evaluation of learning processes	ALFs	105	3.211	0.475	1.611	0.202
	Administrators	22	3.345	0.463		
	Adult learners	150	3.149	0.534		
Supporting adult learners	ALFs	105	3.311	0.494	0.485	0.616
	Administrators	22	3.356	0.443		
	Adult learners	150	3.369	0.444		

Competence domains (Cont'd)	Stakeholders	n	*M*	*SD*	ANOVA	
					F-stat	Sig.
Supporting institutional administration issues	ALFs	105	3.385	0.427		
	Administrators	22	3.442	0.418	16.945	0.000***
	Adult learners	150	3.058	0.524		
Personal development	ALFs	105	3.463	0.475		
	Administrators	22	3.355	0.470	1.506	0.224
	Adult learners	150	3.365	0.450		
Professional development	ALFs	105	3.437	0.459		
	Administrators	22	3.432	0.429	3.383	0.035**
	Adult learners	150	3.295	0.446		
Communication	ALFs	105	3.305	0.525		
	Administrators	22	3.356	0.472	3.003	0.051*
	Adult learners	150	3.161	0.530		
Personal qualities	ALFs	105	3.435	0.448		
	Administrators	22	3.330	0.472	0.924	0.398
	Adult learners	150	3.363	0.469		

Note. Means based on 4-point scale: 1=not important; 2=less important; 3=more important; 4=fully important; * p < .01, ** p < .005, *** p < .001

The mean scores (ranging from 3.058 to 3.482) showed that three types of stakeholders, regardless of their status, indicated that all core competence domains were very important (relevant) for Mongolian adult learning facilitators.

According to the One-Way ANOVA (Table 4.17), there were no statistically significant differences among the three different stakeholders with regards to the following core competence domains: subject-related, specialist domain, didactical-methodological domain, monitoring and evaluation of learning processes, supporting adult learners, personal development, and personal qualities. This means that regardless of their different statuses, all stakeholders consider these common competence domains as equally important.

Meanwhile, the analysis also showed that there were statistically significant differences among stakeholders in terms of the common competence domains of assessing the learning needs of adults, designing and planning programmes, supporting administration issues, professional development, and communication (See the table 4.17). We carried out further statistical analyses to explore these differences, for which we used the Tukey-Kramer Multiple Comparison Procedure (Table 4.18). According to the analysis (See the table 4.18), there were statistically significant differences between the groups of adult learning facilitators and adult learners regarding of the importance levels of common competence domains of *adult needs assessment* (Sig.=.070<0.10); *designing and planning programmes* (Sig.=.000<0.01); *supporting institutional*

administration issues (Sig.=.000<0.01); *professional development* (Sig.=.036<0.05); and *communication* (Sig.=.081<0.10).

Table 4.18

The result of Tukey-Kramer Multiple Comparison Procedure

Competence domains	Relevant stakeholders		Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
						Lower Bound	Upper Bound
Assessing learning needs of adults	ALFs	Administrators	0.098	0.131	0.733	-0.210	0.406
	ALFs	Adult learners	0.157	0.071	0.070*	-0.010	0.325
	Administrators	Adult learners	0.059	0.127	0.888	-0.241	0.359
Designing and planning programmes	ALFs	Administrators	0.101	0.118	0.673	-0.179	0.380
	ALFs	Adult learners	0.293	0.064	0.000***	0.141	0.444
	Administrators	Adult learners	0.192	0.115	0.220	-0.080	0.464
Supporting administration issues	ALFs	Administrators	-0.057	0.113	0.871	-0.323	0.210
	ALFs	Adult learners	0.327	0.061	0.000***	0.183	0.471
	Administrators	Adult learners	0.383	0.110	0.002***	0.124	0.642
Professional development	ALFs	Administrators	0.005	0.105	0.999	-0.243	0.254
	ALFs	Adult learners	0.142	0.057	0.036**	0.007	0.277
	Administrators	Adult learners	0.137	0.103	0.378	-0.105	0.379
Communication	ALFs	Administrators	-0.051	0.123	0.908	-0.341	0.238
	ALFs	Adult learners	0.144	0.067	0.081*	-0.013	0.301
	Administrators	Adult learners	0.195	0.120	0.235	-0.087	0.477

Note. * p < .01, ** p < .005, *** p < .001

This suggests that adult learning facilitators indicated these competence domains as being more important than adult learners did. Another statistically significant difference was between administrators and adult learners regarding the core competence domain of *supporting institutional administration issues* (Sig.=.002<0.01). This shows that administrators prioritize this competence domain more than adult learners do.

2) Common competences of adult learning facilitators with different working experiences

We classified adult learning facilitators' working experiences (as adult learning facilitators) into three groups: 0–3 years; 4–6 years and 7+ years. We carried out two different analyses; namely, the One-Way ANOVA and the Kruskal Wallis Test in order to identify differences.

With One-Way ANOVA (Table 4.19), we tested how adult learning facilitators with different levels of work experience consider the importance of the eight common competence domains: Subject related competence, didactical-methodological competence, supporting adult learners, supporting administration issues, personal development, professional development, communication and personal qualities.

Table 4.19

The result of One-Way ANOVA analysis

Competence domains	Working years as ALFs	n	*M*	*SD*	ANOVA	
					F-stat	Sig.
Subject-related, specialist domain	0–3	32	3.475	0.454	0.753	0.473
	4–6	38	3.353	0.493		
	7+	35	3.371	0.360		
Didactical-methodological domain	0–3	32	3.458	0.477	0.490	0.614
	4–6	38	3.355	0.480		
	7+	35	3.429	0.395		
Supporting adult learners	0–3	32	3.385	0.482	0.801	0.452
	4–6	38	3.237	0.505		
	7+	35	3.324	0.495		
Supporting administration issues	0–3	32	3.362	0.453	0.382	0.684
	4–6	38	3.357	0.437		
	7+	35	3.437	0.398		
Personal development	0–3	32	3.563	0.464	1.581	0.211
	4–6	38	3.363	0.554		
	7+	35	3.480	0.373		
Professional development	0–3	32	3.473	0.522	0.536	0.587
	4–6	38	3.375	0.480		
	7+	35	3.471	0.373		
Communication	0–3	32	3.307	0.549	0.286	0.752
	4–6	38	3.259	0.574		
	7+	35	3.352	0.453		
Personal qualities	0–3	32	3.477	0.405	0.264	0.769
	4–6	38	3.398	0.498		
	7+	35	3.436	0.437		

Note. Means based on 4-point scale: 1=not important; 2=less important; 3=more important; 4=fully important

The analysis showed that how long the subjects had been adult learning facilitators did not lead to significant statistical differences in terms of the common competences.

We conducted the Kruskal Wallis Test (Table 4.20) to see differences between how important adult learning facilitators consider the other three common competence domains; namely, assessing the learning needs of adults, designing and planning programmes and monitoring and evaluation of learning processes.

Table 4.20

The result of Kruskal Wallis Test

Competence domains	Working years as ALFs	n	Mean Rank	ANOVA		
				Kruskal-Wallis H	df	Asymp. Sig.
Assessing learning needs of adults	0–3	32	51.859	0.579	2	0.749
	4–6	38	51.118			
	7+	35	56.086			
Designing and planning programmes	0–3	32	57.031	1.404	2	0.496
	4–6	38	48.763			
	7+	35	53.914			
Monitoring and evaluation of learning processes	0–3	32	51.016	2.978	2	0.226
	4–6	38	48.224			
	7+	35	60.000			

According to the analysis, there were no statistically significant differences between how important the test subjects considered these common competence domains based on how long they have worked in the field.

Bringing together the results of the two analyses above, how the test subjects rated the importance of all common competence domains is not influenced by how long they have worked as adult learning facilitators. This result suggests that adult learning facilitators consider the common competence domains as being of equal importance no matter how long they have been in the job.

3) Common competences of adult learning facilitators with different teaching approaches

We looked at how the common competences of adult learning facilitators with different teaching approaches vary (Table 4.21).

Table 4.21

Common competences by different adult teaching approaches

Competence domains	Teaching approaches	n	*M*	*SD*	t-test	
					t-stat	p-value
Assessing learning needs of adults	Student-centred	75	3.32	0.49	1.00	0.319
	Teacher-centred	30	3.22	0.43		
Designing and planning programmes	Student-centred	75	3.53	0.45	1.76	0.081*
	Teacher-centred	30	3.36	0.47		
Subject-related, specialist domain	Student-centred	75	3.43	0.45	1.22	0.223
	Teacher-centred	30	3.31	0.40		
Didactical-methodological domain	Student-centred	75	3.46	0.39	1.46	0.150
	Teacher-centred	30	3.29	0.56		
Monitoring and evaluation of learning processes	Student-centred	75	3.23	0.48	0.60	0.544
	Teacher-centred	30	3.17	0.46		
Supporting adult learners	Student-centred	75	3.34	0.52	1.09	0.276
	Teacher-centred	30	3.23	0.41		
Supporting institutional administration issues	Student-centred	75	3.40	0.42	0.63	0.524
	Teacher-centred	30	3.34	0.45		
Personal development	Student-centred	75	3.52	0.46	1.88	0.063*
	Teacher-centred	30	3.33	0.48		
Professional development	Student-centred	75	3.51	0.45	2.46	0.016**
	Teacher-centred	30	3.27	0.45		
Communication	Student-centred	75	3.32	0.53	0.40	0.690
	Teacher-centred	30	3.27	0.53		
Personal qualities	Student-centred	75	3.46	0.45	0.73	0.461
	Teacher-centred	30	3.38	0.46		

Note. * $p < .01$, ** $p < .005$

Table 4.21 shows that both adult learning facilitators using student-centred and teacher-centred approaches give the same level of importance to the competence domains of assessing adult learning needs, subject specialization, didactical-methodological

domain, monitoring and evaluation of learning processes, supporting adult learners, supporting institutional functions, communication, and personal qualities. However, we found statistically significant differences between the groups regarding the competences of designing and planning programmes (Sig.=.081<0.10), personal development (Sig.=.063<0.10), and professional development (Sig.=.016<0.05). Adult learning facilitators using the student-centred approach tend to prioritize these competences more than adult learning facilitators using the teacher-centred approach. It is legitimate that adult learning facilitators who use the student-centred approach prefer personal and professional development competences because the student-centred approach seems to require more creativity from adult learning facilitators.

4) Common competences of adult learning facilitators with different self-efficacy levels

We analysed how common competences were preferred by adult learning facilitators with different levels of self-efficacy. We described six areas of self-efficacy: course design, instructional strategy, technology use, classroom management, interpersonal relationships, and learning assessment (Table 4.22; See Appendix 10 for statistical analysis results of each area of self-efficacy).

First, in terms of self-efficacy in course design area, we did not find any statistically significant differences between the low and high self-efficacy groups regarding the competence domains of assessing the learning needs of adults, didactical-methodological domain, monitoring and evaluation of learning processes, supporting adult learners, personal development, and personal qualities (See the Appendix 10). However, we found statistically significant differences among the two groups regarding the competence domains of designing and planning programmes (U=700, p=0.053), subject specialization domain (U=684, p=0.042); supporting institutional functions (U=661, p=0.028), professional development (U=725, p=0.089), and communication (U=650, p=0.022) (See the Table 4.23). This means that adult learning facilitators who have low self-efficacy tend to prioritize these competences more than those who have high self-efficacy.

Second, we clarified the common competences based on adult learning facilitators' self-efficacy in instructional strategy (See the Table 4.22). We did not find any statistically significant differences between the low and high self-efficacy groups regarding the competence domains of assessing the learning needs of adults, designing

and planning programmes, didactical-methodological domain, monitoring and evaluation of learning processes, supporting adult learners, personal development, professional development, communication, or personal qualities (See the Appendix 10).

Table 4.22

Common competences and self-efficacy in six areas

Competence domains	Self-efficacy groups	n	Mean Rank	Mann-Whitney U	Asymp. Sig. (2-tailed)
1) Self-efficacy in course design area					
Designing and planning programmes	Low self-efficacy	23	42.46	700.5	0.053*
	High self-efficacy	82	55.96		
Subject-related, specialist domain	Low self-efficacy	23	41.74	684.0	0.042**
	High self-efficacy	82	56.16		
Supporting institutional administration issues	Low self-efficacy	23	40.76	661.5	0.028*
	High self-efficacy	82	56.43		
Professional development	Low self-efficacy	23	43.52	725.0	0.089*
	High self-efficacy	82	55.66		
Communication	Low self-efficacy	23	40.28	650.5	0.022**
	High self-efficacy	82	56.57		
2) Self-efficacy in instructional strategy area					
Subject-related, specialist domain	Low self-efficacy	17	39.79	523.5	0.048**
	High self-efficacy	88	55.55		
Supporting institutional administration issues	Low self-efficacy	17	37.71	488.0	0.023**
	High self-efficacy	88	55.95		
3) Self-efficacy in technology use (no significant differences)					
4) Self-efficacy in classroom management area					
Monitoring and evaluation of learning processes	Low self-efficacy	21	41.29	636.0	0.047**
	High self-efficacy	84	55.93		
Professional development	Low self-efficacy	21	43.24	677.0	0.098*
	High self-efficacy	84	55.44		
Personal qualities	Low self-efficacy	21	41.12	632.5	0.044**
	High self-efficacy	84	55.97		
5) Self-efficacy in interpersonal relation					
Subject-related, specialist domain	Low self-efficacy	16	39.69	499.0	0.055*
	High self-efficacy	89	55.39		
Monitoring and evaluation of learning processes	Low self-efficacy	16	41.47	527.5	0.097*
	High self-efficacy	89	55.07		
6) Self-efficacy in learning assessment area					
Designing and planning programmes	Low self-efficacy	20	39.65	583.0	0.025**
	High self-efficacy	85	56.14		
Subject-related, specialist domain	Low self-efficacy	20	41.80	626.0	0.064*
	High self-efficacy	85	55.64		
Didactical-methodological domain	Low self-efficacy	20	40.25	595.0	0.036**
	High self-efficacy	85	56.00		
Monitoring and evaluation of learning processes	Low self-efficacy	20	34.80	486.0	0.003***
	High self-efficacy	85	57.28		
Supporting adult learners	Low self-efficacy	20	42.20	634.0	0.076*
	High self-efficacy	85	55.54		
Supporting institutional administration issues	Low self-efficacy	20	37.68	543.5	0.012**
	High self-efficacy	85	56.61		
Professional development	Low self-efficacy	20	42.40	638.0	0.081*
	High self-efficacy	85	55.49		

Note. * $p < .01$, ** $p < .005$, *** $p < .001$

However, we found statistically significant differences among the two groups regarding the competence domains of subject specialization domain (U=523.5, p=0.048) and supporting institutional functions (U=488, p=0.023) (See the Table 4.23). This means that adult learning facilitators who have low self-efficacy tend to prioritize these competences more than those who have high self-efficacy.

Third, we explored the common competences of adult learning facilitators in the technology use area based on their self-efficacy (See the Table 4.22). There were not any statistically significant differences between the two groups of adult learning facilitators (See the Appendix 10). This means that both the low and high self-efficacy groups tend to prioritize these competences to the same extent.

Fourth, we tested the common competences of adult learning facilitators in the classroom management area based on their self-efficacy (See the Table 4.22). We did not find any statistically significant differences between the low and high self-efficacy groups regarding the competence domains of assessing the learning needs of adults, designing and planning programmes, subject specialization, didactical-methodological domain, supporting adult learners, personal development, professional development, or communication (See the Appendix 10). However, we found statistically significant differences among the two groups regarding the competence domains of monitoring and evaluation of learning processes (U=636.0, p=0.047); professional development (U=677.0, p=0.098), and personal qualities (U=632.5, p=0.044) (See the Table 4.22). This means that adult learning facilitators who have low self-efficacy tend to prioritize these competences more than those who have high self-efficacy.

Fifth, we looked at the common competences of adult learning facilitators in the interpersonal relation area based on their self-efficacy (See the Table 4.22). We did not find any statistically significant differences between the low and high self-efficacy groups regarding the competence domains of assessing the learning needs of adults, designing and planning programmes, didactical-methodological domain, supporting adult learners, supporting institutional functions, personal development, professional development, communication, or personal qualities. However, we found statistically significant differences among the two groups regarding the competence domains of subject specialization (U=499.0, p=0.055) and monitoring and evaluation of learning processes (U=527.5, p=0.097) (See the Table 4.22). This means that adult learning facilitators who have low self-efficacy tend to prioritize these competences more than those who have high self-efficacy.

Sixth, we revealed the common competences of adult learning facilitators in the learning assessment area based on their self-efficacy (See the Table 4.22). We did not find any statistically significant differences between the low and high self-efficacy groups regarding the competence domains of assessing the learning needs of adults, personal development, communication and personal qualities (See the Appendix 10). However, we found statistically significant differences between the two groups regarding the competence domains of designing and planning programmes (U=583.0, p=0.025), subject specialization (U=626.0, p=0.064), didactical-methodological domain (U=595.0, p=0.036), monitoring and evaluation of learning processes (U=486.0, p=0.003), supporting adult learners (U=634.0, p=0.076), supporting institutional functions (U=543.5, p=0.012), and professional development (U=638.0, p=0.081) (See the Table 4.22). This means that adult learning facilitators who have low self-efficacy tend to prioritize these competences more than those who have high self-efficacy.

Bringing all six areas of self-efficacy together, adult learning facilitators who have low self-efficacy tend to prioritize the competences of subject specialization domain, designing and planning programmes, professional development, monitoring and evaluation of learning processes and supporting institutional functions more than those who have high self-efficacy. This might mean that facilitators lack these competences, and would like to develop them. Specifically, facilitators lack the core competences of subject-matter specialization and designing and planning programmes, which means they feel less self-efficacy in their professional performance in these areas.

5) Common competences of adult learning facilitators identified by adult learners with different education levels

Differences between the common competence domains among adult learners with different educational levels were analysed. We divided adult learners into two groups in terms of their level of education: those with higher education degrees and those with other levels of education (See the table 3.2 in the chapter three). Adult learners with other levels of education are those whose prior qualification ranges from primary to vocational education.

Using this classification, we carried out a t-Test to see whether adult learners' educational level influences how they perceive the importance of the core competence domains of adult learning facilitators (Table 4.23).

Table 4.23

The result of t-Test analysis

Common competence domains	Education level of adult learners	n	*M*	*SD*	t-Test	
					t	Sig. (2tailed)
Assessing learning needs of adults	Higher education	85	3.16	0.59	0.616	0.539
	Other	65	3.10	0.63		
Designing and planning programmes	Higher education	85	3.20	0.55	0.243	0.808
	Other	65	3.17	0.53		
Subject-related, specialist domain	Higher education	85	3.41	0.50	0.671	0.503
	Other	65	3.36	0.44		
Didactical-methodological domain	Higher education	85	3.35	0.49	0.872	0.385
	Other	65	3.28	0.48		
Monitoring and evaluation of learning processes	Higher education	85	3.11	0.58	-0.985	0.326
	Other	65	3.20	0.46		
Supporting adult learners	Higher education	85	3.37	0.48	0.181	0.856
	Other	65	3.36	0.39		
Supporting institutional administration issues	Higher education	85	3.03	0.56	-0.653	0.515
	Other	65	3.09	0.47		
Personal development	Higher education	85	3.39	0.45	0.712	0.478
	Other	65	3.34	0.45		
Professional development	Higher education	85	3.30	0.45	0.203	0.840
	Other	65	3.29	0.45		
Communication	Higher education	85	3.18	0.51	0.457	0.649
	Other	65	3.14	0.56		
Personal qualities	Higher education	85	3.40	0.45	1.051	0.295
	Other	65	3.32	0.50		

Note. Means based on 4-point scale: 1=not important; 2=less important; 3=more important; 4=fully important

According to the analysis, statistically significant differences were not found among adult learners based on their education levels. In other words, adult learners' educational levels do not seem to influence their prioritization of the core competence domains needed by their adult learning facilitators.

4.2.2. Core competences of adult learning facilitators

From our three different types of research we asked participants to select the most important five core competences from the common competence domains (Table 4.24).

The table shows that all three stakeholder groups agree on the didactical-methodological competence as the most important competence domain for adult learning facilitators. Communication competence and designing and planning programmes were ranked second and third by adult learning facilitators and adult learners. However, administrators ranked the competence on designing and planning programmes as the second and the competence of communication as the fourth from the list. The competence of assessing adult learners' learning needs ranked fourth based on the opinions of adult learners and adult learning facilitators. However, it ranked third

according to administrators. For adult learning facilitators and adult learners, the competence on subject related domain was the fifth most important item, but among administrators the personal and professional development competence was fifth on the list.

Table 4.24

The core competences among the common competence domains

Competence domains	ALFs		Administrators		Adult learners		Rank
	n	%	n	%	n	%	
Assessing learning needs of adults	75	71.4	17	77.2	79	52.6	IV
Designing and planning programmes	77	73.3	19	86.3	86	57.3	III
Subject-related, specialist domain	44	41.9	6	27.2	86	57.3	V
Didactical-methodological domain	97	92.3	20	91.0	119	79.3	I
Monitoring and evaluation of learning processes	22	20.9	5	22.7	56	37.3	
Supporting adult learners	41	39.0	9	40.9	82	54.6	
Supporting institutional administration issues	15	14.2	7	31.8	26	17.3	
Personal and professional development	43	40.9	11	50.0	59	39.3	
Communication	82	78.0	14	63.6	118	78.6	II
Personal qualities	29	27.6	2	9.0	39	26.0	

By and large, the competences of didactical-methodological domain, communication, designing and planning programmes, assessing the learning needs of adults, and the subject-related domain are considered as the most important among the core competence domains. Lastly, more than half of the adult learners considered the competence domain of supporting adult learners to be important.

4.2.3. Acquired competences by adult learning facilitators

Firstly, we present how the three different types of research participants evaluated adult learning facilitators' acquired competences (Table 4.25).

Table 4.25

Adult learning facilitators' acquired competences by different groups

Acquired competences	ALFs			Administrators			Adult learners		
	n	*M*	*SD*	n	*M*	*SD*	n	*M*	*SD*
Assessing learning needs of adults	105	3.65	.784	22	3.41	.854	150	4.15	.745
Designing and planning programmes	105	3.97	.657	22	3.86	.774	150	4.15	.748
Subject-related, specialist domain	105	3.70	.876	22	3.50	.673	150	4.30	.702
Didactical-methodological domain	105	3.88	.793	22	3.82	.795	150	4.39	.694
Monitoring & evaluation of learning	105	3.72	.766	22	3.73	.985	150	4.19	.748

Acquired competences (Cont'd)	ALFs			Administrators			Adult learners		
	n	*M*	*SD*	n	*M*	*SD*	n	*M*	*SD*
Supporting adult learners	105	3.93	.750	22	3.82	.958	150	4.27	.741
Supporting institutional administration issues	105	3.96	.746	22	4.00	.690	150	4.18	.705
Personal & professional development	105	3.95	.699	22	3.82	.733	150	4.26	.755
Communication	105	4.27	.609	22	3.95	.575	150	4.42	.698
Personal qualities	105	4.12	.661	22	3.86	.640	150	4.36	658

Note. Means based on 5-point scale: 1=not acquired at all; 2=little; 3=average; 4=good; 5=fully acquired

Table 4.25 shows that adult learning facilitators' acquired competences range from average to good. Particularly, the competences assessing learning needs of adult learners and monitoring and evaluation of learning processes were evaluated as average. However, for the rest of the acquired competences were rated as good according to all research participants. Moreover, adult learners evaluated their facilitators' acquired competences as the highest compared to other two groups, while administrators gave the lowest score to their facilitators' acquired competences. However, adult learning facilitators' evaluation on their own acquired competences range from average to good. Specifically, they evaluated their competences of communication and personal qualities as good with the others being rated as average.

We wanted to see how the differences between the three groups on the acquired competences by adult learning facilitators were statistically significant (Table 4.26).

Table 4.26

Acquired competences of adult learning facilitators by statuses

Competence domains	Status	n	Mean Rank	Kruskal-Wallis H	df	Asymp. Sig.
Assessing learning needs of adults	ALFs	105	115.8			
	Administrators	22	95.2	32.7	2	0.000***
	Adult learners	150	161.7			
Designing and planning programmes	ALFs	105	128.9			
	Administrators	22	117.5	7.0	2	0.031**
	Adult learners	150	149.2			
Subject-related, specialist domain	ALFs	105	112.5			
	Administrators	22	88.3	41.7	2	0.000***
	Adult learners	150	165.0			
Didactical-methodological domain	ALFs	105	112.4			
	Administrators	22	106.0	33.3	2	0.000***
	Adult learners	150	162.4			
Monitoring and evaluation of learning processes	ALFs	105	114.2			
	Administrators	22	120.0	24.6	2	0.000***
	Adult learners	150	159.1			
Supporting adult learners	ALFs	105	120.9			
	Administrators	22	115.8	15.5	2	0.000***
	Adult learners	150	155.1			

Competence domains (Cont'd)	Status	n	Mean Rank	Kruskal-Wallis H	df	Asymp. Sig.
Supporting institutional administration issues	ALFs	105	127.1			
	Administrators	22	128.1	6.2	2	0.044**
	Adult learners	150	148.9			
Personal and professional development	ALFs	105	122.2			
	Administrators	22	107.9	16.9	2	0.000***
	Adult learners	150	155.3			
Communication	ALFs	105	130.4			
	Administrators	22	95.5	14.0	2	0.001***
	Adult learners	150	151.4			
Personal qualities	ALFs	105	127.0			
	Administrators	22	98.3	15.9	2	0.000***
	Adult learners	150	153.3			

Note. ** p < .005, *** p < .001

Table 4.26 shows that in all competence domains, there are statistically significant differences between three different research participants in terms of how they view the acquired competences of adult learning facilitators. However, we are not able to test whether these significant differences occurred between the groups due to non-parametric variables. In general, administrators evaluated their adult learning facilitators' acquired competences as average, which was a lower evaluation than the other two groups gave. Adult learning facilitators evaluated their own acquired competences as moderate, while adult learners evaluated their facilitators' acquired competences as high compared to the other two groups.

Secondly, we explored how acquired competences were different based on adult learning facilitators' working experiences (Table 4.27).

Table 4.27

Adult learning facilitators' acquired competences and their working experiences

Competences domains	Working years	n	*M*	*SD*	One-Way ANOVA	
					F	Sig.
Assessing learning needs of adults	0–3	32	3.63	0.83		
	4–6	38	3.63	0.79	0.061	0.940
	7+	35	3.69	0.76		
Designing and planning programmes	0–3	32	3.94	0.76		
	4–6	38	3.92	0.59	0.447	0.641
	7+	35	4.06	0.64		
Subject-related, specialist domain	0–3	32	3.66	0.87		
	4–6	38	3.76	0.85	0.139	0.870
	7+	35	3.69	0.93		
Didactical-methodological domain	0–3	32	3.72	0.89		
	4–6	38	3.84	0.75	1.595	0.208
	7+	35	4.06	0.73		
Monitoring and evaluation of learning processes	0–3	32	3.59	0.84		
	4–6	38	3.71	0.73	0.998	0.372
	7+	35	3.86	0.73		

Competence domains (Cont'd)	Working years	n	*M*	*SD*	One-Way ANOVA	
					F	Sig.
Supporting adult learners	0–3	32	3.97	0.82		
	4–6	38	3.89	0.83	0.087	0.917
	7+	35	3.94	0.59		
Supporting institutional administration issues	0–3	32	3.94	0.67		
	4–6	38	3.92	0.91	0.211	0.810
	7+	35	4.03	0.62		
Personal and professional development	0–3	32	4.06	0.62		
	4–6	38	3.95	0.80	0.720	0.489
	7+	35	3.86	0.65		
Communication	0–3	32	4.34	0.60		
	4–6	38	4.16	0.64	0.970	0.383
	7+	35	4.31	0.58		
Personal qualities	0–3	32	4.13	0.66		
	4–6	38	4.16	0.68	0.107	0.899
	7+	35	4.09	0.66		

There are no statistically significant differences between adult learning facilitators with different working experiences in terms of their acquired competences. This means that their working experience has no influence on their acquired competences.

Thirdly, we analysed how acquired competences differed based on adult learning facilitators' different teaching approaches (Table 4.28).

Table 4.28

Adult learning facilitators' acquired competences and their teaching approaches

Acquired common competences	Teaching approaches	n	*M*	*SD*	t-test	
					t-stat	p-value
Assessing learning needs of adults	Teacher-centred	30	3.60	0.770	-0.392	0.696
	Student-centred	75	3.67	0.794		
Designing and planning programmes	Teacher-centred	30	3.80	0.610	-1.706	0.091*
	Student-centred	75	4.04	0.667		
Subject-related, specialist domain	Teacher-centred	30	3.70	0.750	-0.035	0.972
	Student-centred	75	3.71	0.927		
Didactical-methodological domain	Teacher-centred	30	3.90	0.662	0.194	0.847
	Student-centred	75	3.87	0.844		
Monitoring and evaluation of learning processes	Teacher-centred	30	3.63	0.765	-0.764	0.447
	Student-centred	75	3.76	0.768		
Supporting adult learners	Teacher-centred	30	3.80	0.761	-1.154	0.251
	Student-centred	75	3.99	0.744		
Supporting institutional administration issues	Teacher-centred	30	3.80	0.714	-1.414	0.160
	Student-centred	75	4.03	0.753		
Personal and professional development	Teacher-centred	30	3.90	0.712	-0.484	0.629
	Student-centred	75	3.97	0.697		
Communication	Teacher-centred	30	4.10	0.803	-1.480	0.147
	Student-centred	75	4.33	0.502		
Personal qualities	Teacher-centred	30	4.00	0.871	-1.011	0.318
	Student-centred	75	4.17	0.554		

Note. * $p < .01$

The analysis shows that the level of acquired competence domains did not differ based on the facilitators' teaching approaches except the competence domain of designing and

planning programmes. The facilitators who used the student-centred teaching approach reported their competence on designing and planning programmes was more developed than those who used the teacher-centred approach.

Fourthly, we tested how adult learning facilitators' acquired competences and their self-efficacy levels are associated (Table 4.29).

Table 4.29

Acquired competences and self-efficacy levels

Acquired common competences	Self-efficacy	n	*M*	*SD*	t-test	
					t-stat	p-value
Assessing learning needs of adults	High self-efficacy	84	3.86	0.64	6.46	0.000***
	Low self-efficacy	21	2.81	0.75		
Designing and planning programmes	High self-efficacy	84	4.11	0.60	4.63	0.000***
	Low self-efficacy	21	3.43	0.60		
Subject-related, specialist domain	High self-efficacy	84	3.82	0.79	2.82	0.006***
	Low self-efficacy	21	3.24	1.04		
Didactical-methodological domain	High self-efficacy	84	4.05	0.66	4.90	0.000***
	Low self-efficacy	21	3.19	0.93		
Monitoring and evaluation of learning processes	High self-efficacy	84	3.85	0.74	3.41	0.001***
	Low self-efficacy	21	3.24	0.70		
Supporting adult learners	High self-efficacy	84	4.11	0.68	5.34	0.000***
	Low self-efficacy	21	3.24	0.62		
Supporting institutional administration issues	High self-efficacy	84	4.12	0.65	4.74	0.000***
	Low self-efficacy	21	3.33	0.80		
Personal and professional development	High self-efficacy	84	4.08	0.62	4.13	0.000***
	Low self-efficacy	21	3.43	0.75		
Communication	High self-efficacy	84	4.37	0.58	3.64	0.000***
	Low self-efficacy	21	3.86	0.57		
Personal qualities	High self-efficacy	84	4.23	0.63	3.33	0.001***
	Low self-efficacy	21	3.71	0.64		

Note. *** $p < .001$

Table 4.29 shows that in all acquired competence domains, there are statistically significant differences between the groups. This means that adult learning facilitators who had high self-efficacy evaluated their competences as high compared to the group who had low self-efficacy. It is apparent that those who are satisfied with their performance consider their competences to be well developed or vice versa.

In summary, adult learning facilitators' acquired competences ranged from average to good. Adult learners were more satisfied with their facilitators' acquired competences, while administrators were less satisfied. Moreover, there were no differences between the acquired competences based on adult learning facilitators' different working experience. Lastly, adult learning facilitators who have high self-efficacy evaluated their competences as high compared to the other group.

4.2.4. Competence development of adult learning facilitators

We present our findings in three parts: adult learning facilitators' initial qualifications, the current situation of professionalization, and stakeholders' opinions on improving adult learning facilitators' professionalization.

Adult learning facilitators' initial qualifications

Our results confirmed that facilitators who were trained as teachers of a particular subject for school-aged children were working for lifelong education centres to facilitate adult learning. The majority of adult learning facilitators, including those we interviewed in our research, entered the field without any specialization in adult learning and education. Three interviewees had teaching specializations in lifelong education, while the majority had a teaching degree but no qualifications in lifelong education. A small number of adult learning facilitators at the centres still work without teaching specializations. These facilitators are mostly responsible for vocation-oriented training, such as sewing and hairdressing courses.

Regardless of the qualification, our data revealed that most interviewees (21 facilitators out of 35), before being hired as adult learning facilitators, did not acquire knowledge about non-formal education or about lifelong education centres, or their functions and programmes. In other words, they entered the field without a proper understanding of what the job entails and how adult education and its didactics are unique.

> This was the vacant position that I could be hired for. When I joined the centre, I had never heard of this centre and knew nothing about this type of education. (Interviewee #3)

> When I joined the centre, I had never heard of or knew about the centre and this type of educational service. (…). Even I did not quite understand it after I joined and it took me almost a year to understand what it was. (Interviewee #13)

> I did not know the centre when I joined the centre. I thought it was a general education school. (Interviewee #20)

Even in those cases in which the interviewees somehow heard about lifelong education centres, they did not have accurate knowledge and information about the centres or the kind of educational service they provide.

> I already knew this centre as a secondary school student because I enrolled in a music class at the centre. Since I was there, I also observed the activities of the centre, the teachers, and the learners. But I did not have sufficient information about the activities and programmes or functions of the centre. (Interviewee #1)

> When I joined the centre, I heard of the centre before. When I was working in my province, there was non-formal training, but I understood that this training was only for school drop-out youths. Little did I know there could be other activities aimed at adults. (Interviewee #19)

This data shows that most adult learning facilitators entered into the field not only without specialization in adult learning and teaching, but also without having a proper understanding of non-formal adult education.

As in many other countries (UIL, 2016; 2019), including European countries (Research voor Beleid/Plato, 2008), adult learning facilitators in Mongolia entered the field without specialization in adult learning and teaching. Unlike European countries (Przybylska, 2008) where various possibilities for specializing in adult learning and teaching are available, in Mongolia there were no pre-service professional development programmes at any higher educational institutions until 2014. Furthermore, many adult learning facilitators in Mongolia entered the field without any prior knowledge of non-formal and lifelong education or about lifelong education centres. We assume this is because the field is relatively new and not yet fully recognized. However, even though pre-service professional development programmes are now available, facilitators who entered without specialization in adult learning and teaching still account for the majority of staff in the field. Those entering without specialization in adult learning and teaching and those without information on lifelong education opportunities and centres started their jobs without proper inductions since until recently these types of programmes did not exist either at the institutional level or at national level. Furthermore, in-service professional development programmes do not meet facilitators' needs either in terms of quantity or quality. These claims point to a lack of professionalization.

The current situation of professionalization for adult learning facilitators

Our interviewees critiqued professional development programmes that they chose for their professionalization. They referred to being unsatisfied because of three main issues. *First,* the facilitators were unsatisfied with the quantity of available in-service professional development programmes.

> I cannot say that professional training is quantitatively sufficient. We need more. We need to specialize in adult teaching and develop our skills regarding adult learning. I think this kind of training should be offered to us and help us put these skills into practice. (Interviewee #3)

> It is not enough. I have been working here for 7 years. There is no professional training and guidance on working with adults. (Interviewee #22)

Second, they were unsatisfied with the quality of available in-service professional development programmes. Programme quality mainly referred to teaching strategies and the andragogical approach employed by trainers in the professional development programmes. In particular, interviewees focused on whether the materials had been adjusted to the knowledge level of the audience and whether the chosen teaching methods could result in meaningful learning.

> There are training opportunities, but the main question is whether the quality is good or bad. In my opinion, the quality of the professional training offered is poor. I have completed training as a financial education teacher. (…) This topic was taught by a professor at Mongolian National University. Teachers who knew teaching methodologies were different from other teachers. Other topics were taught by officials from the Central Bank of Mongolia. They talked about theories and used a lot of technical terms that we could not understand them well. We cannot teach these topics to adults unless we understand them well. Therefore, the National Centre for Lifelong Education has to think about who would be the trainer for professional development training for us. (Interviewee #16)

> To be honest, the specialists at the National Centre for Lifelong Education try to do their best when they teach us. However, while things change and everything changes, we are still watching and reading these those power-point slides. There is a need to change this training. (Interviewee #13)

> For instance, trainers divide us into groups during professional training and ask to work as a group on a specific problem/task. We worked as a group as they asked. But after groups have presented their work, there are no conclusions. They do not wrap up group work and point us the right direction. Since there is no conclusion and no summary, we do not know what is right or wrong. A lot of training courses are done this way, and the training courses I recently attended are like that. So, it often happens that we complete training without knowing what is right or wrong. (Interviewee #23)

Third, they were unsatisfied because of the lack of training courses they think are necessary for their professionalization. They mentioned that they needed professional training on their subjects and related areas, although such courses were not offered.

> I have been here for six years and in charge of the moral education programme. However, I have never attended any further training on the programme I am responsible for. There has been no such training from the National Centre. Of course, the National Centre offers various training courses and I have attended them, but no training on my subject-matter. There is no classified training on the five types of lifelong education programmes. (Interviewee #1)

> I could say that there has not been enough professional development and activities. I do not know if I should like this, but it occurs to me that even the specialist who oversees the family education programme at the National Centre does not know the subject-matter. This person is responsible to guide us professionally, but does not seem to understand anything. (Interviewee #7)

> I imagined that since I am responsible for the moral education programme, the National Centre would provide professional support and guidance. And I thought that I could attend professional training at least 2 or 3 times a year. However, last year, for instance, there were no professional training for teachers responsible for all five types of programmes. This means that other facilitators have not been trained either. (Interviewee #10)

Moreover, adult learning facilitators wanted to attend professional development training on adult teaching methodologies, but these were absent too.

> I have never taken any training courses in adult teaching methodologies. Sometimes I attended advanced training courses at the Institute for Teachers' Professional

> Development on the subject-matter of my initial specialization as a primary education teacher, but not on the subject-matter that I am responsible for at my centre. These courses, offered by the Institute, usually talk about how to teach children, but no guidance on teaching adults. I never learned how to work with adults or how to teach them. I only do my job based on my experience. (Interviewee #9)

> The training courses and seminars offered do not include any training on the methodology of adult education. (Interviewee #13)

> Methodology is central. I am unfamiliar with methodology and would like to attend training and learn efficient methods to teach adults on the family education programme. (Interviewee #33)

As mentioned, facilitators' professionalization programmes are organized at three different levels; namely, national, city or district, and institutional. The above interview excerpts referred to professional development activities organized by the National Centre for Lifelong Education. The interviewed facilitators expressed their frustration because of both quantity and quality of the attended professional development activities, and because of the absence of necessary training at national level.

Though the city/district educational departments have a duty to support teachers' professional development (MES, 2013b), there have not been any particular professional development activities dedicated to adult learning facilitators regarding either their subject-matter or adult teaching methodologies.

> There is nothing at the district level. The District Education Department does not offer training for us as adult learning facilitators. It usually offers training and guidance for general education teachers or its training is based on general school subjects. There is no specialized training for adult learning facilitators on adult learning and teaching. (Interviewee #1)

> At the district level, the Education Department focuses only on formal general education schools and their teachers. So, it does not have any offers for us. (Interviewee #16)

> We are not offered any further training courses at the district level. The Education department does not even know there is a lifelong education centre. We take some of their training to know what is going on in the school curriculum and planning even if the department does not invite us. (Interviewee #23)

Administrators, who are in charge of facilitators' professionalization at the centre level, often provide a free day from teaching for adult learning facilitators to support their professional development. During this day, if there is no organized training for facilitators, they work both individually and collectively to develop their competences. Facilitators decide themselves in what areas they want to improve their knowledge and skills, so they often tend to read more about their subject-matter, look for applicable teaching methods that can enrich their teaching methodologies, and update their training programmes based on previous experiences.

> If the centre does not have any training activities for facilitators, we just do it ourselves. For instance, I look for training videos and materials to see what specific methods are used and whether they are applicable in my training. That is how I develop my skills. (Interviewee #25)

> This is the day I usually update my training programmes because that is the time I have found for myself and learned something that I need to add and revise training programmes based on thinking my previous practices. (Interviewee #32)

Facilitators often do activities with the aim at learning from each other. Such activities focus on sharing their experiences or new knowledge and information and teaching each other about ideas or andragogical strategies that they found useful. This is a form of collaborative learning and exchange among them.

> Facilitators who have participated in training courses share their experiences learned from these training courses with us. We talk about these or other methods that may be good or work for us. (Interviewee #7)

> We sit together and discuss which areas we need to develop further. Then we share important information that can be useful for each other's programmes. (Interviewee # 25)

> In the centre, we teach each other. We prepare an adult training topic and then teach each other. Then other teachers give advice and criticism on the topic. (Interviewee #21)

> We work as a team in the centre. Three teachers form a team. Then we discuss possible methods for teaching new topics in adult education, design the programme, as well as

> prepare handouts and tools. We prepare everything together so that everyone in our team can teach the topic we have prepared. Then we teach this topic to other groups and receive feedback on what works and what does not. (Interviewee #11)

Another common professional development activity at the centre level is to offer training for facilitators by inviting experts to speak and share their experiences.

> We are trained by external experts in order to develop our skills further. Our centre adequately supports our professional development, so often provides training by inviting experts from Mongolian National University and Mongolian State University of Education. (Interviewee #16)

> Our director invited experts from Sunrise NGO and they taught game-based methods. (Interviewee #10)

We can clearly see that administrators put effort into supporting professional development for their facilitators. However, it seems that most professional development activities are self-organized, that is, facilitators individually or collectively explore new approaches or support each other by exchanging experiences, resources and practices.

> (…) So, we do it ourselves to find sources to enrich our training and to make our training nice and to attract the attention of adult learners because we do not have enough help, for instance from the National Centre. (Interviewee #5).

> I would say that professional development activities are in sufficient for us. We develop ourselves because there are no activities from higher organizations such as the National Centre and the Education Departments. (Interviewee #25)

> Since joining the centre, I have not been trained to teach adults by institutions like the National Centre or the Education Departments. So, I only learn from my colleagues and the manager. Most of all, I have to learn from my colleagues because I do not specialize in teaching, so I learn from my colleagues' teaching methods by watching their courses. (Interviewee #29)

> The training offered by the National Centre does not meet my needs. I feel like the National Centre is failing us and our centre is just leaving things to us. (Interviewee #12)

Our interviews also revealed that there was no induction programme for newly hired facilitators before they actually start working.

> There was nothing. It was like I was groping in a dark place and then maybe I was reaching for something, but I did not know if I was grasping the right things or the wrong things. And when I touched the wall in the dark, I knew that it was the wall and felt like it. I felt that there would be a light that I could see. (Interviewee #1)

> After joining the centre, I started my job without advice, methodological help and training in working with adults. (Interviewee #20)

What can be clearly seen from these findings is that the facilitators seem to be unsatisfied with the professional development activities that are available to them. They seem to be frustrated because professional development offerings are unavailable particularly in their subject matter specializations and in adult teaching methodologies. Facilitators thus self-organize and develop their competences through learning from each other and by reflecting on their own experiences.

> I learned from my daily tasks and activities. While I work, I learn. After doing a training session, I learn from thoughts like "I should have done it like this", or "I will have to use this evaluation method this way next time", or "I have allocated much time for this activity, so I need to reduce the time next time", and or "I should have included more exercises and practical activities in my training". Otherwise there is no one to give me advice on what went wrong. I do it alone. (Interviewee #7)

> I get more experienced every year. I gain experience while conducting adult training and think about how to help adults learn faster. (Interviewee #15)

> In general, I learn from my own practice. You can understand that I will learn while working. Training on working with adults and adults' characteristics was rarely offered. I have acquired the necessary skills myself. (Interviewee #22)

Reflecting on practice and own experiences are legitimate ways for facilitators to develop their competences. However, self-reflection and evaluation should or could be complemented by professional guidance offered by didactical experts on reflective practice (e.g., Brookfield, 1998; Schön, 1983).

Stakeholders' opinions on improving adult learning facilitators' professionalism

This part focuses on the question of how common competences of adult learning facilitators should be developed. In order to answer this question, we have studied the perspectives of both adult learning facilitators and their administrators. *First,* we asked them about the qualification requirement for becoming an adult learning facilitator at the lifelong education centres (Table 4.30).

Table 4.30

Qualification requirement for becoming an ALF

Qualification	ALFs			Administrators			Total		
	n	*M*	*SD*	n	*M*	*SD*	n	*M*	*SD*
any higher education qualification	105	1.87	.785	22	1.91	.868	127	1.87	.797
a higher education qualification in pedagogy	105	3.32	.672	22	3.09	.684	127	3.28	.677
a higher education qualification in adult education	105	3.14	.752	22	3.23	.752	127	3.16	.750
a non-higher education qualification in adult education	105	3.10	.706	22	2.95	.575	127	3.08	.686
no particular qualification is necessary	105	2.16	.952	22	1.95	.844	127	2.13	.934

Note. Means based on 4-point scale: 1=completely disagree; 2=disagree; 3=agree; 4=completely agree

Table 4.30 shows that both adult learning facilitators and administrators tend to agree that there should be a particular qualification requirement for becoming an adult learning facilitator. According to them, adult learning facilitators should have a higher education qualification with a teaching diploma, particularly a teacher major specialized in adult learning and education. They also agreed that this specialization in adult learning and education should be possessed either in higher education institutions or in other settings. They opposed that having any kind of higher education would not work for becoming ALFs.

Second, we were interested in efficient ways of developing competences of adult learning facilitators (Table 4.31).

Table 4.31

Efficient ways for developing competences

Efficient ways for developing competences	ALFs			Administrators			Total		
	n	*M*	*SD*	n	*M*	*SD*	n	*M*	*SD*
exchanging experiences among colleagues	105	3.35	.500	22	3.41	.503	127	3.36	.499
self-directed reflection	105	3.21	.513	22	3.32	.477	127	3.23	.507
learning-by-doing	105	3.28	.563	22	3.32	.568	127	3.28	.562

Efficient ways for developing competences (Cont'd)	ALFs			Administrators			Total		
	n	*M*	*SD*	n	*M*	*SD*	n	*M*	*SD*
internships and peer observation/peer teaching	105	3.35	.500	22	3.41	.503	127	3.36	.499
attending further education courses (e.g. train the trainer)	105	3.46	.501	22	3.64	.492	127	3.49	.502
attending conferences/workshops	105	3.43	.497	22	3.36	.492	127	3.42	.495
the evaluation by course participants	105	3.24	.471	22	3.23	.528	127	3.24	.479
self-study (e.g. reading specialist literature, e-learning etc.)	105	3.49	.521	22	3.41	.503	127	3.47	.517
using the services of a coach/a supervisor	105	3.23	.593	22	3.32	.568	127	3.24	.587
a consistent staff development policy by the employer	105	3.47	.556	22	3.55	.510	127	3.48	.547

Note. Means based on 4-point scale: 1=completely disagree; 2=disagree; 3=agree; 4=completely agree

Table 4.31 reveals that all the mentioned ways were considered efficient for developing adult learning facilitators' competences. From the methods we listed, adult learning facilitators preferred self-study as the most efficient, while administrators pointed at attending further education courses as the most efficient way of developing the competences of adult learning facilitators. We also looked at whether adult learning facilitators with different levels of working experience preferred particular ways to develop their competences, but we found no differences.

Third, we clarified what issues regarding adult learning facilitators should be solved positively in the near future (Table 4.32).

Table 4.32

Issues to be solved regarding adult learning facilitators

Issues to be solved	ALFs			Administrators			Total		
	n	*M*	*SD*	n	*M*	*SD*	n	*M*	*SD*
the level of professional competences	105	3.32	.563	22	3.68	.477	127	3.39	.564
the income of ALFs	105	3.46	.665	22	3.55	.510	127	3.47	.640
the societal recognition of ALFs	105	3.47	.621	22	3.68	.477	127	3.50	.603
the attractiveness of working as ALFs	105	3.28	.580	22	3.59	.503	127	3.33	.578
quantity & frequency of professional development trainings for ALFs	105	3.36	.557	22	3.55	.510	127	3.39	.551
quality of professional development trainings for ALFs	105	3.48	.606	22	3.77	.429	127	3.53	.589

Note. Means based on 4-point scale: 1=completely disagree; 2=disagree; 3=agree; 4=completely agree

Table 4.32 shows that both adult learning facilitators and administrators agreed that all mentioned issues should be solved positively in the near future. Both adult learning facilitators and administrators agreed that the quality of professional development training for adult learning facilitators should be improved. Both were also concerned about the prestige of the profession. Moreover, administrators worried about facilitators' professional competence levels, while facilitators also wanted higher salaries.

Lastly, we looked at the possible regulation which should be implemented regarding adult learning facilitators' professionalization (Table 4.33).

Table 4.33

Possible regulations

Possible regulations in the field	ALFs			Administrators			Total		
	n	*M*	*SD*	n	*M*	*SD*	n	*M*	*SD*
ALFs currently acquire their most important competences through learning-by-doing.	105	3.10	.597	22	3.27	.550	127	3.13	.591
It will be necessary for ALFs to acquire their most important competences before starting to work in the field.	105	2.81	.681	22	3.23	.813	127	2.88	.720
Standardized training schemes for ALFs should be implemented across the country.	105	3.44	.587	22	3.64	.492	127	3.47	.575

Note. Means based on 4-point scale: 1=completely disagree; 2=disagree; 3=agree; 4=completely agree

Table 4.33 shows that both adult learning facilitators and administrators agreed that adult learning facilitators have been acquiring or developing the competences they need while exercising their teaching role. The interviews also provide support for this view, with adult learning facilitators highlighting that they have been developing their competences by carrying out their roles. However, interestingly, adult learning facilitators tend to say that it could be possible for future adult learning facilitators to enter the field without the necessary competences and they could acquire them while doing the job. This may be because they did it this way. We also looked at whether adult learning facilitators' different levels of working experience influenced their opinions, but we found no differences. Unlike adult learning facilitators, administrators stated that facilitators need to acquire the necessary competences before entering the field. Meanwhile, both adult learning facilitators and their administrators tended to agree that it is important to standardize nationwide training schemes for adult learning facilitators. Previously, both groups mentioned that they were worried about the quality

of professional development training for adult learning facilitators, and they would expect standardized nationwide training schemes for facilitators.

4.3. Summary of the results

The main results of this research are summarized in this section.

Adult learning facilitators' self-image

- Adult learning facilitators tend to define their profession as (1) a profession where adult learning needs play a crucial role, (2) as a profession in which knowledge and skills are transmitted to adults; (3) a profession that is demanding and high-pressure, and (4) a profession that is mutually-beneficial to learners and facilitators.
- Adult learning facilitators are likely to define competent facilitators as (1) qualified professionals in their subject-matter, teaching methodologies and communication, (2) professionals who possess professional traits such as being knowledgeable in multiple fields, being researchers and being willing to develop themselves, and (3) professionals who have personal traits such as confidence, respect, flexibility, ability to cope, empathy, ability to show support, accountability and non-discrimination, as well as setting positive examples and having positive attitudes. This is their ideal vision of a competent professional in the field.
- However, adult learning facilitators seem to be far from their ideal vision of competent professionals. They tend to question their competences, particularly in regard to their subject specialization and adult teaching methodologies.
- Adult learning facilitators tend to choose their facilitation strategies depending on the type of adult education programme they are facilitating. For instance, adult learning facilitators who are responsible for vocational adult training tend to use individual instruction in their facilitation, while adult learning facilitators who are responsible for short-term adult training tend to employ problem-based instruction in their facilitation. Moreover, facilitators, regardless of responsible programmes, tend to utilize life-oriented content and a participatory approach to their facilitation.
- In terms of teaching approaches, adult learning facilitators tend to agree with the use of both teacher-centred and student-centred approaches in their facilitation. However, taking the individual facilitators' view, we found a significant difference between the experienced and novice facilitators in terms of their teaching

approaches. The experienced facilitators are more likely to use a teacher-centred approach than novice facilitators are.

- The research findings indicate that adult learning facilitators employ various techniques in their facilitation. We split these techniques into several categories based on their purpose: 1) techniques used for motivating adult learners to support their readiness to learn, 2) techniques used for assessing adult learners' prior knowledge and skills, 3) techniques used in the content delivering process, 4) techniques used for considering the diversity of adult learners such as their prior knowledge and skills and learning speed, and 5) techniques used for supporting adult learners' autonomy.
- Adult learning facilitators tend to create open, free and friendly communication with their learners. They are also likely to be respectful, honest, helpful and supportive when communicating with adult learners.
- Adult learning facilitators tend to say that adult learners' characteristics such as their age, gender, prior knowledge and skills, life experiences, learning ability, learning needs and living environments influence on adult learners' learning. Moreover, facilitators tend to highlight adult learners' preferences in practice-based learning rather than theory-based learning. Facilitators are also likely to agree that adult learners' motivation and willingness to learn could be the single most important determinant to completing their programmes successfully.
- Adult learning facilitators tend to define their professional complexity based on adult learners' characteristics. Some facilitators tend to define their profession as an 'easy job' because of learner autonomy and responsibility. However, some are likely to highlight their profession as a 'difficult job' because of the diversity of adult learners.
- Some facilitators tend to value their profession and their professionalism as adult learning facilitators. Some value certain personal and professional traits and behaviours as professionals including being respectful, understanding others, not discriminating, communicating and inspiring learners. Other facilitators are likely to value their profession because it helps people by transmitting the knowledge and skills that those people need.
- Adult learning facilitators tend to mention measurable and non-measurable outcomes of their programmes. Measurable outcomes of vocation-oriented adult training include learned and improved knowledge, skills and increased incomes.

Meanwhile, facilitators delivering short-term courses mentioned non-measurable outcomes such as changed attitudes and mindsets. Some facilitators tend to mention that they do not know what the outcomes of their courses are because they do not measure them.

Adult learning facilitators' job motivation

- The research found that both external and internal motives play a role in people becoming and remaining adult learning facilitators. Key external motives include having a stable job in a public setting. As they work in the field, their internal motives such as helping people by transmitting knowledge and skills, having more interest in their job and growing their professional and personal competences while working for the field play a role in them staying in the profession.
- We could see that external motives are likely to gradually shift into internal motives, which make facilitators stay committed to the field.
- Moreover, we want to note here that age, as an external motive, could be an important factor for some facilitators remaining in the profession. Being close to retirement age seems to be a factor for some facilitators staying in the field.

Adult learning facilitators' task

- The research found primary and other tasks that are performed by adult learning facilitators on a daily basis. The primary tasks were mainly related to adult learning facilitation. They were (1) studying about training topics, (2) developing and updating training programmes and plans, (3) preparing and updating training handouts and aids, (4) assessing adult learning needs, and (5) selecting training methods.
- Other tasks performed by facilitators seem to be relevant to institutional activities. They were (1) advertising lifelong education opportunities and the centres, (2) cooperating with other organizations, and (3) reporting.

Adult learning facilitators' self-esteem

- Adult learning facilitators tend to determine their successes as (1) helping people, (2) being recognized as competent professionals, (3) learning and improving their own professional skills, and (4) positively changing attitude toward the profession and professional development.

- Adult learning facilitators are likely to define their failures as (1) lessons learned that help to grow professionally, (2) disappointment in being unqualified facilitators, (3) an inability to help adults more, and (4) missed opportunities.
- Adult learning facilitators positively evaluated their teaching efficacy, which ranged from "somewhat agree" to "agree".
- Adult learners' self-efficacy does not differ based on their working experiences.
- Adult learning facilitators who had low self-efficacy tend to use a teacher-centred approach. As they use a teacher-centred approach in their facilitation, they are less satisfied with their efficacy. There are no other differences between adult learning facilitators with high and low self-efficacy in terms of course design, technology use, classroom management, interpersonal relation or learning assessment.
- Adult learning facilitators are likely to positively evaluate their performance as professionals. Thus, their self-esteem could be positive or high. This is indeed a contradicting result. They seem to question their qualifications, but at the same time they tend to say they perform pretty well at their professional tasks.

Adult learning facilitators' future perspectives

- Adult learning facilitators tend to have both positive and negative future visions and these visions seem to be connected with the development of the field. Most facilitators seem to have positive future visions as they imagine the development and advances of their field and their own enhanced professionalism. However, few facilitators seem to have a negative future vision because they struggle to see any advances of the field.
- In line with these different perspectives, we noticed two scenarios of adult learning facilitators' careers. *The first scenario* is that the more experienced facilitators, who are over 40, tend to stay in the field while continuously updating their competences because they witnessed that their field is gradually recognized. *The second scenario* seems to constitute two different paths. The more novice facilitators, who are under 30, are likely to change their careers completely because they see their field has low recognition. Other novice facilitators tend to have breaks from their work to advance their competences by pursuing formal studies, but aim to return to adult education and learning because they value the importance of the field.
- We can conclude that how facilitators recognize the importance of the field could influence their commitment to their jobs and future career plans. How the profession

is recognized and accepted by the public has a great impact on how facilitators see their field's importance.

Adult learning facilitators' multiple identities

- Adult learning facilitators' identities seem to be highly influenced by their self-esteem and emotions. Based on self-image and self-esteem constructs, we found three different identities among adult learning facilitators: 1) Identity as a teacher who is confident, 2) Identity as a teacher who is less confident, and 3) Identity as a mentor who is confident.
- In terms of self-image, facilitators may have two facilitation (teaching) perspectives: those who act as a teacher and those who act as a mentor. These facilitation perspectives seem to be dependent on facilitators' teaching qualification, as well as the types of training they deliver. For instance, the majority of facilitators who act as teachers had a teaching backgrounds and were in charge of short-term adult training. Meanwhile, none of the facilitators who act as mentors had a teaching diploma or acquired a teaching diploma through short-term intensive training, and they were all responsible for vocation-oriented adult training. In terms of self-esteem, some facilitators seem to be confident in their professional performances, while some seem to be less confident due to their lack of qualifications and lack of facilitation experience.

Adult learning facilitators' common and core competences

- All three types of stakeholders perceive that all competence domains are more relevant to Mongolian adult learning facilitators. However, we found several statistically significant differences among the stakeholders. For instance, adult learning facilitators tend to highlight the competences of adult learning needs assessment, designing and planning programmes, supporting institutional administration issues, professional development and communication as adult learners do. Administrators tended to highlight the competence of supporting institutional administration more than adult learners did.
- In terms of controlling adult learning facilitators' different working experience and adult learners' different education levels, there were no differences between the competence domains.

- In terms of controlling adult learning facilitators' teaching approaches, adult learning facilitators using the student-centred approach tended to prioritize the competences of designing and planning programmes, and personal and professional development than facilitators using the teacher-centred approach.
- Controlling self-efficacy levels, adult learning facilitators who have low self-efficacy tended to more prioritize the competences of subject specialization domain, designing and planning programmes, professional development, monitoring and evaluation of learning processes and supporting institutional functions than those with high self-efficacy.
- Among the common competences, the five most mentioned competences by all three stakeholders were adult teaching and methodological competence, communication, designing and planning programmes, assessing the learning needs of adults, and subject specialization. However, some differences were observed. Adult learners prioritized the competence of supporting adult learners, while the other two groups did not. Moreover, administrators prioritized the competence of personal and professional development, while the other two groups did not.
- Interviews with adult learning facilitators revealed that the competences of assessing adult learning needs, adult teaching methodologies, and communication were mentioned as key distinguishing features of the profession.

Adult learning facilitators' acquired competences

- Adult learners perceive their facilitators' competence as good. However, adult learning facilitators and administrators rated facilitators' acquired competences as average.
- Acquired competences did not differ depending on the working experience of the facilitator.
- The level of acquired competence domains did not differ in terms of the facilitators' teaching approaches except the competence domain of designing and planning programmes. The only difference was that the facilitators who used the student-centred teaching approach reported their competence on designing and planning programmes was more developed than those who used the teacher-centred approach.
- In terms of controlling self-efficacy levels, adult learning facilitators who had high self-efficacy evaluated their competence more highly than those who had low self-efficacy.

Adult learning facilitators' initial qualification

- Most facilitators were trained as subject teachers for children. This means many entered the field without specialization in adult learning and teaching.
- Besides lacking specialization, most facilitators entered the field without a proper understanding of non-formal adult education and lifelong education centres. They even started their jobs without receiving an induction in many cases.

The current situation of professional development of adult learning facilitators

- Adult learning facilitators tend to be unsatisfied with national in-service programmes for their professional development in terms of both quantity and quality. Moreover, they tend to criticize the professional development training that is available saying it does not meet their needs. For instance, their need to enhance their subject specialization and adult teaching methodologies have not been met. On the regional level, in-service professional development programmes and training dedicated to adult learning facilitators are completely absent. At institutional level, adult learning facilitators are often offered a free-day from teaching to develop themselves. This is a form of informal professional development.
- It seems that adult learning facilitators alone are responsible for their own professional development. Facilitators self-organize and develop their competences through learning from each other and by reflecting on their own experiences.

Stakeholders' opinions on improving facilitators' professionalism

- Both adult learning facilitators and administrators tend to agree that there should be a particular qualification requirement for becoming an adult learning facilitator. According to them, adult learning facilitators must have a higher education qualification with a teaching diploma, and specifically a teacher major specialized in adult learning and education. They also agreed that this specialization in adult learning and education should come from higher education institutions or in other settings. They stated that having any kind of higher education is not sufficient becoming an adult learning facilitator.
- Both adult learning facilitators and administrators tend to agree with the issue of the quality of professional development trainings for adult learning facilitators, which they say should be improved. Moreover, administrators worried about facilitators' professional competence levels, while facilitators would like to have higher salaries.

- Both adult learning facilitators and administrators agreed that adult learning facilitators acquire and develop the competences they need while exercising their teaching role.
- Adult learning facilitators tend to say future facilitators can develop competences while working as adult learning facilitators. However, administrators agreed that facilitators need to acquire the necessary competences before entering the field.
- Both adult learning facilitators and their administrators tend to agree that is important to regulate standardized nationwide training schemes for adult learning facilitators.

We have finished the results chapter here.

CHAPTER FIVE
DISCUSSION

The aim of this research was to explore professional identity and common competences of adult learning facilitators at lifelong education centres in Mongolia. We also aimed to provide insights into the relationship between professional identity and competences. We have explored adult learning facilitators' professional identity using Kelchtermans (2009)' theory of professional self-understanding that is described by five constructs; namely, self-image, job motivation, self-esteem, tasks and future perspectives. Meanwhile, we identified common competences that are in line with adult learning facilitators' main professional tasks based on the concept of core competences adapted by van Dellen and van der Kamp (2008). The research employed the mixed-method design, using semi-structured interviews with biographical perspectives and surveys as data collection methods. Our findings are complex, so we present our discussion under different sub-chapters below.

5.1. Multiple identities

The research data demonstrates that multiple identities were found among the Mongolian adult learning facilitators that we interviewed: (1) identity as a teacher with the transmitting perspective who is confident, (2) identity as a teacher with the transmitting perspective who is less confident, and (3) identity as a mentor with the nurturing perspective who is confident. These multiple identities are formulated based on their self-image referring to their facilitation perspectives and self-esteem as competent professionals because adult learning facilitators' self-image is closely connected with their self-esteem. Indeed, Kelchtermans (2009; 2018) emphasizes that professional identity constructs; namely, self-image; job motivation; self-esteem, tasks and future perspectives, are interdependent or interrelated. Therefore, in our case, the self-image and self-esteem constructs seem to affect or shape each other. Moreover, self-esteem can be expressed by emotions experienced by facilitators. Thus, when defining facilitators' self-esteem, we looked at the emotions that they expressed. They openly discussed their emotions, such as their concerns, frustrations, anxieties and worries, as well as joy, satisfaction and achievements when they conceptualized their profession, professional tasks and professional performance.

Those who form an identity as a confident teacher with the transmitting perspective had teaching specializations and they tend to view adult learning facilitation as a way of transmitting knowledge and skills. Moreover, they are responsible for short-term adult educational training. They seem to be quite confident about the efficacy for their professional performance. Those who form an identity as a less-confident teacher with the transmitting perspective had teaching specializations and also tended to see their profession as a way of transmitting knowledge and skills. However, they seem less-confident in their professional performance regardless of their working experience because they tend to question their competence as professionals, particularly their subject specialization and adult teaching methodology competences. A few young facilitators were also less-confident because of their age. Most adult learning facilitators (twenty-five out of thirty-five) could be identified in this way. Finally, those who form an identity as a confident mentor with the nurturing perspective share the common features that they do not have teaching specialization or received their teacher specialization through short intensive programmes and that they are responsible for long-term vocational adult training in sewing and hairdressing. Transmitting and nurturing perspectives in teaching were suggested by Pratt (1992). He determines that the transmitting perspective is based on the belief that a certain body of knowledge or procedure should be efficiently transmitted to learners. In light of this, teachers need to be experts or knowledgeable in their fields (Pratt, 1992). Meanwhile, the nurturing perspective is defined as helping people to grow and become successful in their lives. For this, teachers need to be caring and empathise with and encourage their learners, although they should also challenge them and require efforts from learners by setting realistic goals (Pratt, 1992). Indeed, these characterizations of the two perspectives are what we see from the adult learning facilitators we interviewed. Pratt (1992) highlights that neither perspective is better than the other, but rather that they are different teaching perspectives which are in accordance with teachers' beliefs, values and contexts. However, when it comes to adult learning and education as a means to create and support lifelong learners who acquire a learner autonomy, this can be different. We will discuss it later.

Adult learning facilitators' self-esteem, which is expressed by their emotions, can have a great impact on their identities. Particularly, unpleasant emotions, such as concern, fear, anxiety and guilt are common due to the fact that they are not specialized in their subject matters and adult teaching methodologies. Thus, their self-esteem as

competent professionals seem to be less positive. Indeed, the existing studies emphasize that subject matter specialization and adult teaching methodological skills are the core competences needed by adult learning facilitators (Bechtel, 2008; Buiskool & Broek, 2011; Bernhardsson & Lattke, 2011; Research voor Beleid, 2010; van Dellen & van der Kamp, 2008; Wahlgren, 2016). Our research confirms that these competences are relevant to the Mongolian context as well. This shows that adult learning facilitators' low self-esteem is valid and understandable. This finding is in line with previous studies which suggested that emotions can have a significant impact on teachers' professional identity formation (Nichols, Schutz, Rodgers & Bilica, 2016; Flores & Day, 2006; Schutz, Nichols & Schwenke, 2018; Zembylas, 2003). Particularly, negative emotions such as "professional uncertainty, confusion, inadequacy, anxiety and doubt" (Jeffrey & Woods, 1996 as cited in Flores & Day, 2006, p. 221) may lead to adult learning facilitators questioning their identity and professional beliefs. In our research context, adult learning facilitators are more likely to have negative emotions resulting from their low self-esteem as competent professionals. Our findings seem to resonate with Flores and Day's (2006) claim that facilitators may feel inadequate and unfit due to "frustration, guilt, sadness, blame and shame at not being able to achieve ideals" (p. 221). This kind of emotion may impede their professional identity as competent professionals in as much as they cannot establish their professional authority nor their reflective practitioner selves. It may also lead to the risk of burn-out and leaving the job. This calls for systematic measures to support adult learning facilitators' professionalism. We strongly believe that our research findings, particularly on the competence profile of adult learning facilitators, could serve as a reference for decision-makers to take such measures.

Moreover, as we mentioned, we aimed to describe a unified professional identity of adult learning facilitators. However, adult learning facilitators seem to have multiple identities even though they share the same role, field and context. Some researchers (Beijaard, Meijer & Verloop, 2004; Beijaard, Verloop & Vermunt, 2000) highlight that individual teachers create their own unique teaching cultures. Consequently, there could be different teaching cultures among a wider school context. Due to those different teaching cultures, teachers can form different identities. In our case of adult learning facilitators also seem to have various identities even though they work in the same roles, field and context. Perhaps, these multiple identities formed by adult learning

facilitators could in fact be their unified identity that differentiates them from other professionals.

5.2. Conflicted identity resulting from a gap between ideal and real

In the andragogical practice model which we presented in the Chapter Two, adult learning needs assessments should be one of the key actions in the procedural stages of adult teaching (Knowles, Holton III & Swanson, 2005). Mongolian adult learning facilitators seem well aware of this and its importance, but they do not seem to practice it. Adult learning facilitators tend to define that adult learning needs play a key role in their profession. Therefore, they seem to consider that successful adult learning programmes are those that meet adult learners' needs. This is why adult learning facilitators consider the competence assessing adult learning needs as one of their core competences. This is confirmed by both the interview and survey data. The existing international studies also confirm this competence as being a core (van Dellen & van der Kamp, 2008; Walhgren, 2016) common competence (cf. Research voor Beleid, 2010; Bernhardsson & Lattke, 2011). However, this highlight of adult learning needs and their assessment seems to be adult learning facilitators' ideal view of the profession. In reality, what we noticed was that adult learning needs are not likely to be assessed or considered in the adult education programme planning process. Adult learning facilitators do not seem to approach adults when assessing their learning needs, rather they seem to rely on assumptions about adult learners' learning needs that come from someone else who are believed to be well familiar with adult learners' circumstances. This confirms our claim that adult learning needs are not assessed carefully, so programme planning may completely lack this aspect. This kind of practice seems to create further uncertainties. Adult learning facilitators are uncertain about their audiences, and consequently they plan and prepare adult education programmes without knowing audience characteristics such as gender, age, education, experiences and circumstances. Plus, they are uncertain about whether sufficient numbers of adults will participate in their training courses. We believe that these uncertainties could be the consequence of improper adult learning needs assessment and registration processes. These uncertainties may challenge adult learning facilitators, but also, in a wider picture, these uncertainties could contribute to creating negative images about the profession among adult audiences. We understand that adult learning facilitators know

enough about adult learning needs and assessment of those needs are a key to their profession, but they are not likely to implement it. This is what we call a conflicted identity resulting from a gap between the ideal and the real. Moreover, there should be an elaboration about why they do not carefully assess adult learning needs or why they simply shift this task to someone else even though they are well aware of its importance. It is possible that they do not know how to assess adult learning needs or they may not realize that they are doing their assessment practice improperly. If these assumptions are true, then this could trigger questions about adult learning facilitators professional competences and their professionalism. We discuss this later in this chapter.

Another conflict could be facilitators' ideal vision of what they should be versus their performance in reality. When asked to define themselves as professionals, adult learning facilitators are likely to describe their ideal visions of a competent adult learning facilitator. Particularly, they tend to determine adult learning facilitators in terms of the competences they should acquire. For instance, they suggest that adult learning facilitators are competent in subject-matter specialization, adult teaching methods and communication. This is also confirmed by adult learners and administrators. These competences have actually been highlighted as components of common competences of adult learning facilitators in existing studies (cf. Bernhardsson & Lattke, 2011; Jääger & Irons, 2006; Research voor Beleid, 2010; van Dellen & van der Kamp, 2008; Wahlgren, 2016). Moreover, adult learning facilitators tend to describe detailed professional and personal traits for competent facilitators when defining themselves as professionals. For instance, they describe adult learning facilitators' professional traits as being researchers, being versatile, seeking professional development, being knowledgeable in multiple fields and being perfect. Though they are separately mentioned, these traits could be gathered under the definition 'being perfect'. Many facilitators said that adult learning facilitators should be versatile because they are required to facilitate various topics and are expected to be knowledgeable in multiple fields. This is why adult learning facilitators need to be researchers and always try to become more professional, which means that they need to update their knowledge regularly. Professional traits such as these are actually included as skills that constitute the competence domain of 'professional traits' in the competence survey adapted from the study of Bernhardsson and Lattke (2011). Besides, adult learning facilitators have personal traits such as confidence, the ability to cope,

respect, empathy, the ability to provide support, not discriminating, setting positive examples and having positive attitudes. Among these personal traits, being empathetic was included in the competence domain of the 'personal traits' (Bernhardsson & Lattke, 2011). Other personal traits seem to be crucial particularly when establishing communication and relationships with adult learners, as well as creating positive learning environments (Knowles, 1980; Knowles, Holton III & Swanson, 2005). We believe they are important personal traits that adult learning facilitators should possess. Mulder (2009) determines that some competences, particularly competences regarding the personal traits, may be not changeable because of individual personalities. However, we believe that personal traits could be positively adjusted as facilitators realize and reflect on the importance of those traits for their professional performance. All in all, these are descriptors of competent adult learning facilitators.

At the same time, adult learning facilitators tend to feel concerned about their qualifications and they question their specialization in their subject-matters. Facilitators are assigned to one type of six lifelong educational programmes; namely, family, citizenship, moral, aesthetic, life skills and science education. However, they do not specialize in these subjects. The majority of adult learning facilitators have no specialization in these subjects because there are no preparation courses on them. Though the Lifelong education department of the Mongolian National University of Education offers initial education for adult learning facilitators, it does not, and does not seem possible, to cover all the subjects during the initial programme. Moreover, although some facilitators are assigned to the programmes which could be relevant to their initial background (for instance, a facilitator with a social science background could be assigned to be in charge of citizenship or moral education programme), they still feel concerned about specialization in their subjects. This seems to require a lot of effort from adult learning facilitators to learn about these subjects on their own. Indeed, studying their subjects was the most commonly mentioned primary task of adult learning facilitators. This is a very context-relevant issue. In addition to lacking specialization in their subjects, adult learning facilitators question their competence in adult teaching methodology. As we mentioned, most adult learning facilitators entered the field without adult teaching methodologies and didactical skills due to the lack of a pre-service educational programme until 2014. Meanwhile, although in-service programmes are regulated at different levels, they do not seem to address adult learning facilitators' needs for improving their competences in adult teaching methodologies.

We also observed that lacking specialization in subject-matter may negatively influence how facilitators develop their competences in adult teaching methodology. The reason for this could be that since facilitators do not specialize in their subjects, they may spend most of their time studying subject-matter content, which gives them less time to spend developing and enhancing their adult teaching methodologies. In spite of this, both subject-matter specialization and adult teaching methodologies are named as the core competences in existing studies (Jääger & Irons, 2006; van Dellen & van der Kamp, 2008; Research voor Beleid, 2010; Bernhardsson & Lattke, 2011; Wahlgren, 2016). Our survey also confirmed this as being the case in Mongolia too from all three stakeholders' perspectives. However, Mongolian adult learning facilitators do not feel confident about their core competences as adult learning facilitators. Consequently, there is a conflict resulting from the gap between ideal perceptions and real situations.

Although adult learning facilitators are likely to be concerned about their lack of qualifications and competences, they seem to be eager to develop and upgrade their competences and they can imagine themselves becoming more competent professionals in the near future. This finding indicates that our hypothesis on adult learning facilitators' future perspectives (the third hypothesis mentioned in the sub-chapter 1.4) was correct. In response to this, it is time to support adult learning facilitators in their professionalization in order to keep their positiveness. Looking at reasons for lacking professionalization for facilitators could help to improve the current situation.

5.3. Unpacking reasons for the lack of professionalization

Lacking systematic professionalization in Mongolia seems to be caused by three main factors. *First*, there is a lack of financial resources for professional development programmes, particularly in-service programmes. Furthermore, the National Centre for Lifelong Education, which is in charge of facilitators' professional development at the national level, does not have a budget for professional development activities due to lack of government investment (Yembuu, 2019). Thus, its professional development activities are often dependent on projects implemented by international donor organizations. The content of these courses mainly align with the funding agency's project aims. For instance, with funding from UNICEF and Save the Children, the National Centre mainly offers in-service training for adult learning facilitators on how to substitute primary and secondary education using multi-grade teaching/learning methods for out-of-school and/or disabled children and young adults (NCLE, 2019).

The second reason is lack of expertise in adult learning and teaching. Due to limited expertise in adult learning and education, the necessary content areas of professional training are less likely to be offered to adult learning facilitators. Particularly, the national level trainings focusing on adult teaching methodologies and techniques have been rarely provided even though this content is the most needed by facilitators. Moreover, though lifelong education centre administrators aim to support the professionalization of their facilitators, they too lack expertise in adult learning and teaching. Therefore, professional development activities at centre level seem to be carried out without professional guidance. *Third,* the absence of a competence profile for adult learning facilitators could be identified as yet another reason for the lack of professionalization. Those limited number of available professional development training for adult learning facilitators do not seem to be well targeted for developing the necessary competence areas. For instance, the assessment of adult learning needs is one of the key competences of a facilitator. Had there been a generally accepted competence profile for adult learning facilitators in Mongolia, they could have received specialized development in this area through which they could not only assess their learners' needs but also their own. This would enable facilitators to articulate their needs in a structured manner, which could contribute to shaping development opportunities. In light of this, a framework of professional competences may create more agency for facilitators to articulate their professionalization needs and to meet the expectations towards them. This provides proof of why we carried out this research, which aims at identifying common competences for adult learning facilitators. These three reasons interrelate and together they impede the creation of a system-wide approach to professionalization for adult learning facilitators in the country.

5.4. Adult learning and education as a transmission of essential information and knowledge

Adult learning facilitators seem to share a common tendency that adult learning and education is simply a transmission of necessary information, knowledge and skills to adults. Our interviews show that some adult learning facilitators explicitly define their profession as a transmission of information and knowledge to adults. Also, adult learning facilitators are more likely to identify as 'a person who is knowledgeable in many fields' when describing competent adult learning facilitators' professional traits. They believe that adult learning facilitators need to be knowledgeable in multiple fields,

so that they are able to answer all sorts of questions raised by adult learners. This finding was supported by both our interview and survey data. It seems that if they fail to answer those questions, they feel like they are losing learners' respect and only acting at being competent facilitators. Moreover, facilitators are likely to consider their value as adult learning facilitators through being able to answer all sorts of questions from adult learners. Plus, some are likely to point at gained and improved knowledge and skills by adult learners as the outcomes of their programmes. Perhaps, this could be triggered by their belief that adult learning facilitation is a transmission of information and knowledge, which is why they need to be knowledgeable and they value being knowledgeable professionals. However, is being knowledgeable in multiple fields possible? In our understanding, it is not. Adult learning facilitators need to become aware of this fact and learn how to positively and confidently respond to adult learners' questions that are irrelevant from what was discussed during the training rather than trying so hard to answer all sorts of questions correctly. Perhaps even more importantly, adult learning facilitators need to see beyond adult learning and education as a transmission of information, knowledge and skills. As we mentioned, adult learning facilitators display both transmitting and nurturing perspectives, neither of which should be perceived as better than the other (Pratt, 1992). However, adult learning and education should be a means of helping adults to understand, cope and adjust to the world around them for themselves and others. Particularly, adults need to be lifelong learners to cope with the rapid changes in societies triggered by information, communication and technology advances and other factors such as Covid-19. Thus, adult learning programmes should focus on building and supporting adult learners' learner autonomy or self-directedness (Knowles, Holton III & Swanson, 2005) which could be a basis for lifelong learning competences. In other words, adult learning and education should not be just a transmission of information and knowledge, rather it should be a means for empowering adults through building and supporting their learner autonomy, thus making them lifelong learners.

5.5. Professional complexity: Opposing tendencies

Our research indicates two opposing tendencies in regard to professional complexity. On the one hand, some facilitators tend to determine their profession as 'easy' because adult learners take responsibility for their own learning. They believe that adults are mature and are responsible for their own learning and its outcome. This is

why some think that adult learning facilitators just need to do what they are expected to do and move on. What they need to do could be transmitting knowledge and skills to adults, while learning and applying those knowledge and skills into lives could be solely the responsibility of adult learners. In this aspect, adult learning facilitation can be seen as an 'easy' job with less complexity. As Knowles (1980) argues, learner autonomy and responsibility are the main characteristics that should be taken into consideration in any adult learning and education programme. However, the andragogical practice model does not clarify whether adult learners are initially autonomous or self-directed or whether they are supported to become autonomous and self-directed learners (Knowles, Holton III & Swanson, 2005). We understand that both should be considered in any adult learning and education programme. This is why we believe that adult learning and education is not just the transmission of knowledge and skills, particularly in this era of advances in information, communication and technology. Rather, its focus should be on building and supporting adult learners' autonomy and responsibility. Adult learning facilitators, however, seem to be unaware of this, solely focusing on transmission. This may be triggered by the context in which adult education programmes have been arranged with a very limited timeframe. However, the same tendency could still be observed among adult learning facilitators who are in charge of long-term adult training. This indeed shows that adult learning facilitators need to learn how to foster adult learner autonomy and self-directedness regardless of adult programmes' duration. This calls for the stakeholders, including the National Centre for Lifelong Education, to incorporate this type of content and didactics into professional development programmes for adult learning facilitators.

On the other hand, some adult learning facilitators tend to define their profession as complex or 'difficult' due to the diversity of adult learners. Adult learners are diverse in terms of age, gender, educational background, experience, employment and life circumstance, as well their opinions, beliefs, attitudes and values. This diversity makes adult learning facilitation a tough job. Adult learning facilitators may consider the profession to be 'difficult' because of an improper adult learning needs assessment process. If they carried out this process properly, they would understand adult learners' experiences and they could plan how to use those experiences during their training. Also, some adult learners may have more education and experiences than the adult learning facilitators, which can make facilitators feel uneasy because what they deliver may not meet those learners' high expectations. This is why adult learning facilitators

tend to determine that adult learning facilitation is a demanding and high-pressure profession. To be able to meet the high expectations of adult learners, adult learning facilitators think that they need to be knowledgeable in multiple fields, so that they can answer any questions posed by adult learners, which enables them to gain respect and credit from adult learners. This may contribute to adult learning facilitators' tendency to see adult learning facilitation as a tough profession. What we want to highlight here is that if the 'difficulty' tendency is dominant, it can lead to adult learning facilitators burning out and abandoning the field. To mitigate this tendency, adult learning facilitators need to have a mentality or belief that the varied experiences of adult learners are learning and teaching resources rather than obstacles that makes their job difficult. Indeed, Knowles (1980) puts forward adult learners' diverse experiences as another core principle in adult learning and education because this diversity among adult learners can be used as a resource for learning and teaching. Later, Knowles, Holton III and Swanson (2005) note that adult learning facilitators tend to take adult learners' various experiences as obstacles which make facilitators struggle to perform their professional tasks. This claim is true in the Mongolian context. This is why we claim that adult learning facilitators need to develop attitudes or beliefs to see adult learners' various experiences as resources rather than obstacles. Professional development programmes at different levels should take this into account and help adult learning facilitators acquire ways to use adult learners' various experiences as learning and teaching resources.

5.6. Flexible adult facilitation approaches

Some researchers (Yeung, Taylor & McWilliam, 2013; Yeung, Craven & Kaur, 2014) argue that a competent teacher is one who uses various teaching approaches depending on their students' learning needs and other contextual circumstances. This argument has been confirmed by our research results, which show that adult learning facilitators tend to consider both approaches to teaching – teacher-centred and student-centred – as applicable in adult learning and teaching. This shows that adult learning facilitators seem to use both approaches considering their learners' needs and other contextual circumstances such as training types, duration, etc.

However, when looking at individual facilitators' approaches, the student-centred approach seems to be preferred more over the teacher-centred approach. We hypothesized that experienced facilitators, based on their expertise, might prefer the

student-centred approach more than novice facilitators. However, the unexpected result was that experienced adult learning facilitators tend to use the teacher-centred approach more in their adult teaching than novice facilitators, which did not agree with our hypothesis (the second hypothesis mentioned in the sub-chapter 1.4). This could be explained by several points. (1) Experienced facilitators might be unable to gain knowledge and skills during their initial preparation programmes because the student-centred approach was not integrated into the curriculum. (2) Experienced facilitators might think that adult learners expect to learn in the same way they used to be when they were in school, and consequently facilitators may tend to use the teacher-centred approach. Knowles, Holton III and Swanson (2005) describe that "The minute adults walk into an activity labelled 'education' or 'training' or anything synonymous, they hark back to their conditioning in their previous school experience, put on their dunce hats of dependency, fold their arms, sit back and say 'teach me' (p. 65)". This claim illustrates exactly what we have mentioned. Experienced facilitators need to awaken and nurture adult learners' independence and help them create their own knowledge through the student-centred approach. However, experienced facilitators are less likely to consider this. This may be because they lacked the skills for employing the student-centred approach. (3) Experienced facilitators tend to use the teacher-centred approach because of the duration of adult training. Some adult training lasts than an hour and within this timeframe, perhaps the teacher-centred (e.g. lecturing) approach is more suitable. This may imply that adult learning facilitators choose their approaches depending on the contextual circumstances, which is consistent with the previous studies (Yeung, Taylor & McWilliam, 2013; Yeung, Craven & Kaur, 2014).

We also wanted to note here that we hypothesized that adult learning facilitators' different teaching approaches may have an impact on their prioritization of common competences. Our results indicate that there is a considerable difference between competence domains of designing and planning programmes and personal and professional development among facilitators with different teaching approaches. In particular, facilitators who use the student-centred approach tend to prioritize those competences more than facilitators who using the teacher-centred approach. This shows that our hypothesis (the fifth hypothesis mentioned in the sub-chapter 1.4) was true. Another hypothesis was that adult teaching approaches are affected by adult learning facilitators' conceptualization of themselves as such. Many facilitators are likely to conceptualize adult learning facilitation as a transmission of essential knowledge and

skills to adults and to define an adult learning facilitator as a knowledgeable person in multiple fields, thus they tend to see that the teacher-centred approach is also useful in their facilitation together with the student-centred approach. Therefore, this hypothesis (the first hypothesis mentioned in the sub-chapter 1.4) was confirmed.

Although competent facilitators can employ different approaches in their facilitation depending on their students' learning needs and contextual circumstances, the student-centred approach may help adults to construct their own knowledge while assuring their learner autonomy and responsibility. This means that they must be an agent or author for their own learning. Moreover, the andragogical practice model and the student-centred approach overlap with each other in terms of their learning principles. Therefore, this approach should be incorporated into the curriculum of professional development programmes for adult learning facilitators.

5.7. Different entry paths and their impact on unified professional identity

Our findings indicate that there are two entry paths for adult learning facilitators. *The first entry path* is those directly acting as adult learning facilitators without specialization, meanwhile *the other entry path* is those who entered the field after developing the necessary competences through specialized training programmes. However, the number of facilitators with the latter entry path are very few because specialized programmes have only recently been established. Additionally, there has been an obligation for facilitators to have a teaching diploma, although these do not need to be teaching diplomas specialized in adult learning and teaching. This is why there still have been new entrants who directly act as adult learning facilitators without completing specialized training programmes. This finding on the two different entry paths is consistent with studies conducted in Denmark and Sweden (Andersson et al, 2013) and Singapore (Brown, Karmel & Ye, 2012).

Andersson et al (2013) assume that different entries may have an impact on shaping professional identity of adult learning facilitators. We support this claim, but we wanted to clarify it further. In our understanding, these different entries may challenge shaping unified professional identity among adult learning facilitators. Having a unified identity which distinguishes adult learning facilitators from other professionals could be a key aspect when talking about professional identity. Moreover, the lack of a unified identity among adult learning facilitators could threaten their

collective practice as professionals, which enables the profession to be recognized and accepted by the public. Although one may think that having no unified identity among adult learning facilitators could be a distinguishable feature from others, we insist that there should be a unified professional identity that is shared by practitioners who belong to the same professional community. Bron and Jarvis (2008) emphasize that becoming someone is learning a specific "language" that is used in a particular professional community. Thus, we believe that there should be specific language that could be learned by adult learning facilitators collectively. Language refers here not only to professional terms, but also certain professional knowledge that is used by practitioners belonging to the same professional community.

5.8. Individual development towards a collective professionalism

Schön (1983) argues that practitioners often unconsciously develop professional solutions to situations, generally based on what worked well in the past. This happens to be true in the context of Mongolia. For example, one of the adult learning facilitators without a teaching specialization and who did not receive any induction training, employs useful techniques in her adult learning facilitation, dividing learners based on their learning speed, as she learned from her previous experiences. Another facilitator who also did not have a teacher major utilized certain techniques – shifting a teaching role to the learners and offering flexible learning routine – which supports adult learners' learner autonomy. She learnt these techniques as she carried out her role. These examples show that adult learning facilitators who did not have any teaching specialization learnt suitable teaching techniques while reflecting on previous experiences by carrying out their roles. Schön (1983, p. 56) wrote that "When intuitive, spontaneous performance yields nothing more than the results expected for it, then we tend not to think about it. But when intuitive performance leads to surprises, pleasing and promising or unwanted, we may respond by reflecting-in-action". Adult learning facilitators tend to see their failures as possibilities to restructure and revise their training to make them better in quality. This means that their "unwanted" performances make them reflect on what happened and what they did wrong during the training. This reflection then helps the facilitators to restructure and redesign their training.

Adult learning facilitators initiate and employ various good solutions and techniques as they gain experience while carrying out their roles. This can be clearly seen from various strategies, methods and techniques which are employed by adult

learning facilitators in the results chapter of this dissertation. However, in some cases, it seems that adult learning facilitators initiate and employ those methods and techniques without realizing the inventories of professional practices. For instance, a facilitator using certain techniques that supported adult learners' autonomy did not employ them to build and support adult learners' autonomy, rather she found those techniques helpful because adult learners were motivated and became focused when using them. This shows that professional development programmes are necessary to orientate reflection as a way to develop competences and need to guide adult learning facilitators on how to 'purposely or intentionally' reflect.

We could see Schön (1983)'s argument that professionals develop their competences through reflection while exercising their roles could be true in the Mongolian context. However, we have encountered a question that if adult learning facilitators had such specialized professional knowledge in adult learning and teaching, they would develop their competences more efficiently through reflection. Since they entered the field without the basics of adult learning and teaching, then they may face difficulties when reflecting on their experiences. As we mentioned, one particular adult learning facilitator used specific techniques to make adult learners stay focused and motivated in their learning, however those techniques were beyond her intention of supporting learner autonomy. However, since the facilitator did not have an adult learning and teaching background, she did not realize those techniques' impact on building and supporting learner autonomy. This is why we argue that if adult learning facilitators were specialized in their professional tasks, reflection would bring more benefits for their competence development.

Our findings, mentioned above, suggest that adult learning facilitators self-organize and develop their own professionalism, that is, they develop and update their competences by reflecting on their actual teaching practices. This shows that daily pragmatism and individualism, as van Dellen and van der Kamp (2008) conceptualized it, have prevailed in their performance, which may threaten their collective professionalism. In our understanding, without collective professionalism, individuals are not considered professionals, meaning in effect the profession does not exist. However, they self-organize, identify individual practice through reflection and share those as a collective, even if 'just locally'. Hence, they aim to rely on notions of reflective practice and depart from individual pragmatism to create the beginnings of what van Dellen and van der Kamp (2008) describe as collective professionalism. This

'local' collectivism should be expanded through the entire professional community, and inasmuch as collective professionalism can be practiced, facilitators can be considered professionals. In light of these findings, there should be a regulatory professional development framework which supports adult learning facilitators' collective professionalism.

5.9. Common competence profile for adult learning facilitators

In order to practice collective professionalism, a common competence profile for adult learning facilitators should be a key tool because it serves as a framework for collective professional development. Thus, we aimed at identifying common competence profiles for Mongolian adult learning facilitators.

We identified the common competence profile for adult learning facilitators based on the common competence profiles from the European context. This common competence profile consists of 10 domains which are 1) assessing adult learning needs, 2) designing and planning programmes, 3) subject matter specialization, 4) didactical-methodological competence, 5) monitoring and evaluation of learning processes, 6) supporting adult learners, 7) supporting institutional administration issues, 8) personal and professional development, 9) communication, and 10) personal traits. These common competences were identified as equally important by the three stakeholders (adult learning facilitators, administrators and adult learners) in terms of mean scores. However, there were some considerable differences between stakeholders in terms of certain competences of adult learning facilitators. We discuss these differences separately later (See the next sub-heading). Moreover, the importance of common competences did not differ significantly based on years of teaching experience nor when considering adult learners' different educational levels. These findings on common competences partially confirmed (or partially refuted) our fourth hypothesis (mentioned in the sub-chapter 1.4). In other words, common competences are not differentiated by adult learning facilitators' different working experience and adult learners' different education levels. In this case, the hypothesis was refuted. However, there were some significant differences between different stakeholder on the prioritization of common competences, and that part of hypothesis was confirmed. Nevertheless, the result indicates that these competences could be applicable as collectively practiced competences for adult learning facilitators in the Mongolian context. Therefore, these common competences could be considered for formal documents governing adult

learning facilitators' professional development. The competences of adult teaching methodologies, communication, designing and planning programmes, assessing adult learning needs and subject-matter specialization were considered the most important, or core, competences among the common competences. Moreover, facilitators who have low self-esteem prioritize competences of subject-matter specialization and designing and planning programmes more than those who have high self-esteem. This clearly shows that these constitute the core competences for facilitators to perceive themselves as confident professionals. Therefore, we could consider these core competences as a minimum standard for preparing and recruiting adult learning facilitators.

This finding expands the international research findings on the common competences for adult learning facilitators. Some researchers highlight that there can be common competences for adult learning facilitators regardless of national, work and cultural contexts (Bechtel, 2008; van Dellen & van der Kamp, 2008; Wahlgren, 2016). Our findings confirm this. Moreover, our finding expands on the literature confirming that these competences are even considered common when taking different stakeholders' opinions, different adult teaching expertise and different education levels of adults into account.

5.10. Adult learners' perspectives on the common competences needed by their facilitators

Adult learners' perspectives showed considerable differences when compared to those of their facilitators. Having the competence to assess adult learners' needs was less important for the participating adult learners than for their facilitators. This means that adult learners may perceive their own learning needs as less important than their facilitators do, even though in adult learning and teaching, learning needs assessment is considered a key andragogical principle (Knowles, 1980; Knowles, Holton III & Swanson, 2005). This finding may imply an andragogical culture that does not necessarily nurture the student-centred approach (cf. Yembuu et al, 2015) and therefore may neglect development of skills for reflexivity. Furthermore, assessing learning needs helps adults to understand their own learning preferences; that is, they should be able to reflect on what they want to learn, how they learn best and why they want to learn (Knowles, 1980; Knowles, Holton III & Swanson, 2005). Therefore, acquiring these skills (both for facilitators and learners) could lead to increasing adult learners' participation rates, since in the Mongolian context too learners' perception of their own

learning needs is one of the factors that influences their decision to participate in non-formal adult educational programmes (Zagir, 2014). If professional development programmes were available they could address the issue of needs assessment for adult learners and how programme design should be aligned to those needs. Besides, adult learners did not prioritize the professional development competence of their facilitators over other areas. This finding was confirmed when controlling their educational levels, although we assumed that as adult learners' education level increase, they would require different competences from adult learning facilitators. Our results did not support this.

Adult learners' opinions on these common competences are considerably different from their facilitators, so obtaining multiple perspectives on adult learning facilitators' common competences is helpful. In particular, adult learners put less emphasis on their own learning needs. This suggests that adult learning facilitators need to help learners perceive and understand their own learning needs better. This should be part of assessing adult learners' needs. This is a new insight we gained by exploring three different stakeholder perspectives when identifying common competences of adult learning facilitators. Thus, this competence is now included in the common competence profile suggested for Mongolian adult learning facilitators (See Appendix 11).

5.11. Adult participation as the Matthew effect: The importance of motivating and supporting adult learners

As we found, less-educated adult learners participated less in non-formal and lifelong educational programmes, even though they need such opportunities the most. Particularly, men need to participate more since they constitute the biggest group in Mongolia with lower educational levels (NSO, 2020). There is also a generally held belief that men do not necessarily need to be educated in order to 'survive' in society, so if parents cannot afford the costs of education for both their sons and daughters they tend to give priority to their daughters (Steiner-Khamsi & Stolpe, 2006). This practice is also related to the prestige daughters earn in their spouses' families if they are highly educated (cf. Steiner-Khamsi & Stolpe, 2006).

This clearly shows that the Matthew effect, which suggests that those who have less, get less (Rubenson & Desjardins 2009; Desjardins, 2015), holds true in the field. As a means for reaching those who need education (Midtsundstad, 2019), non-formal adult education in Mongolia specially targets those who have lower levels of education but unfortunately it cannot reach their special targets. Consequently, those who have

less education are still left behind from educational opportunities. An existing study found four common reasons for non-participation among young adults in Mongolia. Those were private costs for education, low self-confidence in learning abilities, personal problems and low priority (Zagir, 2014). This suggests that the field of non-formal adult education needs to be incentivized. Competent adult learning facilitators could play an important role in motivating and supporting adults who have low self-confidence and priority. This is why it is crucial that adult learning facilitators acquire competences needed for motivating a wider audience of adult learners. This is reinforced by our results, since adult learners ranked high in the competence domain of supporting adult learners, which also contains items of motivation and inspiration of adults.

5.12. The relationship between professional identity and competence

Our research findings indicate that professional identity and competence are related. They seem to have a whole-part relationship. In particular, professional identity may be a whole, while competence may be a part of the whole, but a core part. When asking adult learning facilitators to define themselves as professionals, they are more likely to describe competences of good adult learning facilitators. The competences mentioned by adult learning facilitators indicate professional skills as well as personal traits that should be possessed by competent facilitators. Our claim was supported by the existing study (Rushbrook, Karmel & Bound, 2014), which found that being an adult learning facilitator in Singapore means having acquired particular competences. This shows that facilitators' professional identity is defined by a close connection with their competences. Also, Pratt, Rockmann and Kaufmann (2006) argue that professional identity indicates what an individual does. 'What an individual does' indicates professional tasks and activities that are performed by the individual. To perform those professional tasks and activities efficiently and sufficiently, the individual needs to possess competences. In our understanding, this shows the relationship between professional identity and competence, but we claim that 'what individual does' does not alone justify his or her professional identity. Moreover, Meijer, Korthagen and Vasalos (2009) insist that professional identity and competence should be seen as the two sides of the same coin, but this is reflected in teacher education. In our study, these are phenomena that have a whole-part relationship. We believe that competence could be a

core part of describing adult learning facilitators' professional identity. This means that if someone defines him or herself as a professional, he or she needs to have certain competences that are unique to the profession. However, professional identity is not just a notion that is represented by competences that are needed to perform professional tasks, rather it is a whole notion of a teacher self which includes their motivation, self-esteem and future visions along with their competences.

We have finished the discussion chapter here.

CHAPTER SIX
CONCLUSION AND RECOMMENDATIONS

This research aimed to explore professional identity and identify common competences of adult learning facilitators in Mongolia. While focusing on these aims, we also wanted to discover any relationships between the notions of professional identity and competence. The research employed a mixed-method design to find answers and test our hypotheses. This chapter contains the conclusions and recommendations of the research.

6.1. Conclusion

The research findings were complex; thus, as a conclusion, we have shown the major findings through a summary depiction (Figure 12).

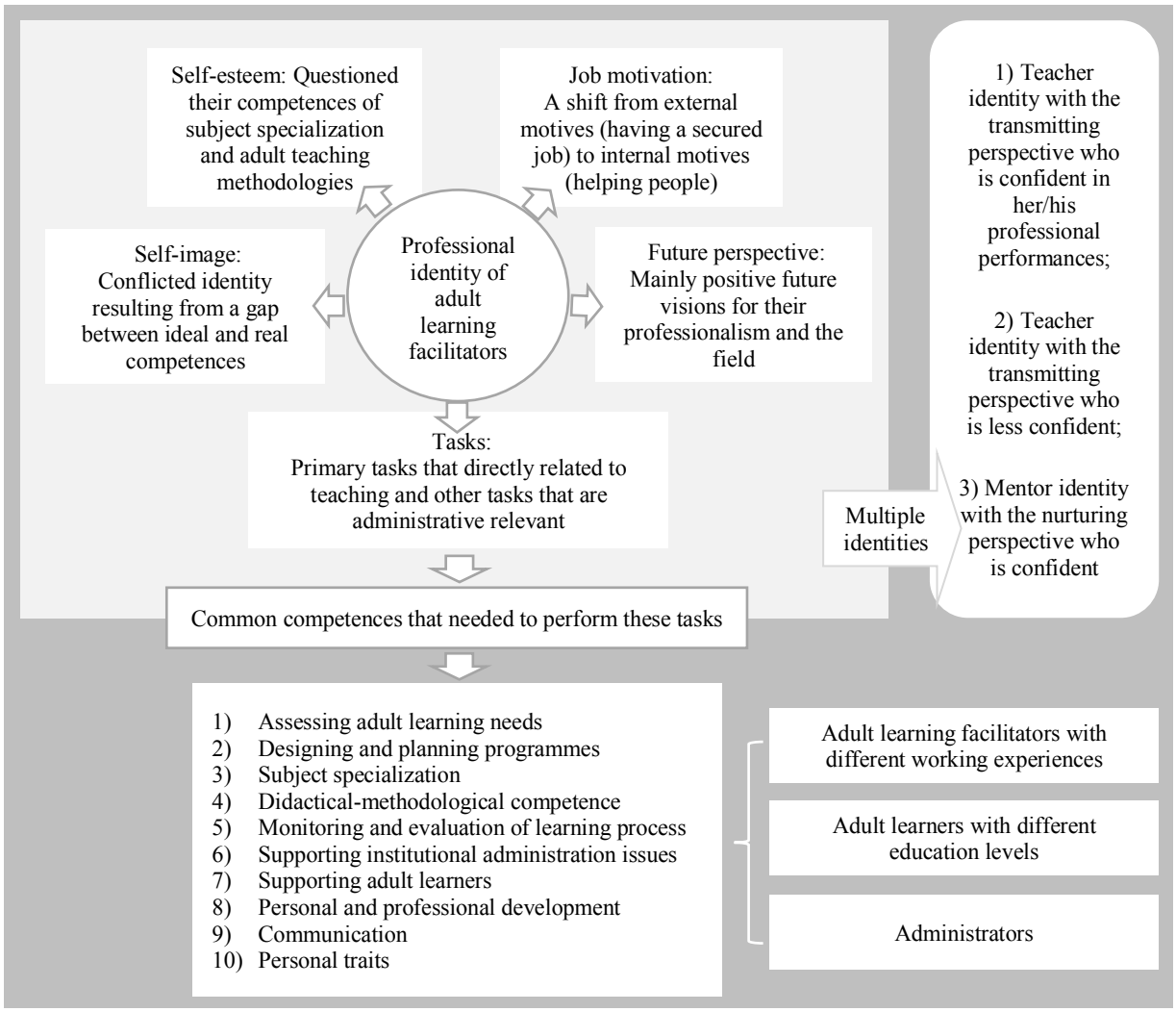

Figure 12. Summary depiction of main findings of the research as a conclusion

We found that some Mongolian adult learning facilitators whose main task is to teach adults are motivated internally and have positive future professional expectations, while many are concerned about their current competences, which they think are far from ideal. Adult learning facilitators have formed different identities as a result of their responsible programmes, initial professional background and their adult teaching beliefs. Their self-esteem as professionals has a significant impact on their identities. Particularly, many facilitators have low self-esteem as professionals, which impacts their identities.

Moreover, adult learning facilitators' professional identity can be characterized by specific competences which they should acquire. Those specific competences were verified by different, yet relevant stakeholders and by their different characterizations (educational levels and teaching expertise). At least three core competences; namely, subject matter specialization, adult teaching methodologies and communication, should be possessed by any facilitator as a minimum standard.

Our research findings focusing on the Mongolian context extends literature of international perspectives on adult learning facilitators' professionalism and the profession as a representation of the Asia and Pacific region, where this kind of research is scarce.

6.2. Recommendations

We present our recommendations considering the implications of practice and research.

Recommendations for practices

Our research puts forward some recommendations that are applicable to the practice of non-formal adult education in Mongolia. *First,* we suggest the common competence profile for adult learning facilitators (See Appendix 11) that is identified based on necessary stakeholders' opinions. This profile could be used in various ways, but we highlight here its usage for professional development of adult learning facilitators. On the individual level, adult learning facilitators can use the common competence profile for their professional learning which can be initiated and implemented by facilitators themselves. On the institutional, regional and national levels, the competence profile could serve as a means for not only supporting adult learning facilitators' professionalization, but also for recruitment and evaluation processes. Moreover,

professional development programmes for adult learning facilitators need to cover issues of how to assess adult learning needs, how to use adult learners' rich experiences in the training and how to support learner autonomy.

Second, our research recommends that the types and duration of non-formal adult education programmes need to be reconsidered. As we mentioned, six broad types of lifelong educational programmes are offered to adults; namely, family education, citizenship education, moral education, aesthetic education and science education. However, adult learning facilitators are not specialized in these programmes. Even three facilitators who graduated as lifelong education teachers do not specialize in these fields. This is why adult learning facilitators seem to question their competences as professionals and feel less confident, which may have a negative impact on their professional identity and lead to them abandoning the field. There are no courses at any level that cover the contents and didactics of these programmes and there are no resources, such as handbooks, for adult learning facilitators. Consequently, facilitators tend to request training or study resources on their own to develop their subject specializations. This is absolutely a context-relevant issue that needs to be reconsidered. Besides, the duration of adult education training may be a contextual problem. Many adult education training sessions only last about an hour. It seems impossible to measure the outcomes of this kind of adult education training, and as a result non-formal adult education does not seem to bring tangible benefits. In light of this, decision-makers reconsider programmes of non-formal adult education. We suggest the RALE typology which consists of three broad domains of adult learning and education; namely, literacy and basic skills and continuing education and professional development (vocational skills) as well as liberal, popular and community education (active citizenship skills) as non-formal adult education programmes (UIL, 2019) rather than the programmes that are currently are offered.

Third, an implication we underscore is that the role of decision-makers (at the highest level) and their responsibility for adult learning facilitators' professional development and identity formation are of great importance. Darling-Hammond (2017) stresses that a standard setting can be a key factor for profession-building and development. Thus, by adopting a competence-based standard, the state may regulate professional qualifications. The results of this dissertation research could be relevant in this regard as well, particularly, the findings about core competences and identity formation. Moreover, the reviewed studies point to the need to increase state

investments to increase facilitators' remuneration, to improve conditions of teaching and learning, and to support professional development programmes for adult learning facilitators. In this process, collaborations with adult learning facilitators could complement or even substitute top-down solutions to problems present in the field of adult education. The findings of this research may inform such discussions among the various stakeholders (e.g. decision-makers, adult learning facilitators, lifelong education centres' administrators etc.).

Recommendations for future research

In line with the limitations of our research, we suggest some recommendations that need to be considered in future studies. *First,* professional identity should be explored as the process of how adult learning facilitators' professional identity is constructed. This knowledge will inform professional development programmes for adult learning facilitators in order to construct their professional identity as competent professionals. *Second,* adult learning facilitators who work for dependent lifelong education centres need to be studied to understand their conceptualization of professional identity as professionals. The findings of such research could help decision-makers address professionals with different identities and statuses as well as their professional development issues. *Third,* not only adult learners who enrolled in long-term adult education programmes, but also other adult learners who enrolled in short-term adult education programmes need to be heard when identifying their facilitators' competences. This would help make it possible to compare facilitators' competences that are preferred by those adult learners who enrolled different types of programmes. This could inform decision-makers about how to address adult learning facilitators' professional development in terms of the programmes they are in charge of.

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APPENDICES

Appendix 1

INTERVIEW QUESTIONS
(Adult learning facilitators)

1) Could you describe your path to becoming an adult learning facilitator? What were your reasons to become an adult learning facilitator? What makes you continue to work as an adult educator?
2) Could you describe your profession? What is it like being an adult learning facilitator? What characterizes you as an adult learning facilitator?
3) What are the characteristics of adult learners, according to your views?
4) What are your teaching strategies for adult learners? Why, do you think, are these teaching strategies useful? How do you know that these teaching strategies are useful? What are teaching methods or techniques that can be used both children and adults?
5) What are your methods or techniques to communicate with adult learners?
6) What do you do in order to conduct trainings for adults?
7) What competences are needed for an adult learning facilitator? How do you agree with a set of competences we have shown? What competences are the most important among the competences? Why do you regard these competences are the most important?
8) What competences have you already possessed among the competences? To what extent have you possessed those competences? How did you acquire them?
9) How sufficient is professional development programmes for adult learning facilitators? If sufficient, how fruitful or efficient are those programmes? What kinds and levels (organization, district and national) of professional development activities do you mostly engage in?
10) How professional development programmes for adult learning facilitators should be improved? How necessary is university initial education for adult learning facilitators?
11) How do you see yourself in the future within the profession? How do you see progresses in your profession?
12) What are your successes and failures (or regrets) of being an adult learning facilitator?
13) How do you think of impact of adult education? What it has been bringing into the community? Please describe them.
14) How do you do your best as an adult educator?
15) How would you agree that you are the committed person for this field? Why?
16) What is the value of being an adult learning facilitator?
17) What are challenges and problems faced by adult learning facilitators?
18) Any last thoughts on the issues we talked about?

The end

Appendix 2
(Approaches to teaching inventory; teaching efficacy; common competences)

SURVEY FOR ADULT LEARNING FACILITATORS

Informed consent and description of research
You are invited to participate in a research coordinated by Dr. Helga Dorner, senior lecturer at the Central European University and Ms. Togtokhmaa Zagir, doctoral student at Eötvös Loránd University, Budapest, Hungary.

The aims of this study are to explore adult learning facilitators' professional identity and to identify their core competences at community learning centres in Mongolia. Within the study, you will be asked to fill out a questionnaire that consists of five parts: core competences; professionalization; teaching approaches; teaching efficacy; and personal particulars. You will spend approximately 50 minutes on this task.

This questionnaire was reviewed and approved by the Research Ethical Committee of the Faculty of Education and Psychology of Eötvös Loránd University and filling out the questionnaire is harmless without any detrimental after-effects. Participation is utterly **voluntary and anonymous**. It is possible to suspend participation so that it should not be tiresome. It is also possible to terminate participation at any time and to decline from answering questions without having to give reasons for this. Monetary compensation is not due for participation.

All information collected during the research process will be handled strictly confidentially. **Data will be collected anonymously during the study and no other personal data will be obtained either.** Data obtained during the research is stored as a coded information in a secured computer and paper-based material (e.g. questionnaires) is kept in a locked chest also in a coded format. The individual codes are provided by the assistant in charge, and these are accessible and known only to her. Data of the research is analysed statistically during which no personal identification is possible. The results of this study will later be used in publications and will also be presented at scientific conferences. If requested, written or verbal information will be provided on these events. By proceeding you agree that data collected on your person - which cannot be identified as those belonging to your person - may be used for research purposes and that these will be accessible to other researchers.

No medical or laboratory report will be prepared about the results of the study. I am not (and have not been) treated for any kind of neurological or mental disease. I reserve the right to terminate my participation at any time in which case the data belonging to my person should be erased.

Participation permission
I declare that I am over 18 years of age. I have received full detailed information concerning the conditions of my participation of the study. I agree with these conditions and I am willing to participate.

□ Yes □ No

Part I. Common competences

This part is dedicated to explore what kinds of common competences are necessary for adult learning facilitators at community learning centres.

1.1. What are in your experience and opinion the main characteristics (knowledge, skills, attitudes, personal attributes) of professionals who are really competent to help adults learn? Please give us your personal priority list?

We suggest the following 10 domains of common competences that need to be possessed by adult learning facilitators at community learning centres:

1) Assessing learning needs of adults
2) Designing and planning programmes
3) Subject-related, specialist domain
4) Didactical-methodological domain
5) Monitoring and assessment of learning processes
6) Supporting adult learners
7) Supporting administration issues
8) Personal and professional development
9) Communication
10) Personal qualities

Each domain, further, consists of several sub-competences and we would like to know to how relevant those sub-competences for adult learning facilitators.

1.2. First of all, we deal with the relevance of competences in a field we named "Assessing learning needs of adults".

Adult learning facilitators should be able to (Please choose the appropriate response for each item):

Items	1 (Irre-levant)	2 (Less relevant)	3 (More relevant)	4 (Highly relevant)
identify learning themes and convenient training duration, methods for adults				
refer adults to information on current and future learning opportunities				
refer adults to information about different external support structures (e.g. grants, childcare)				
analyse typical barriers that may be faced by adults returning to learning				
assess the entry-level of learners				
If there are any missed sub-competences that can belong to this domain, please write them in given spaces and select the relevance levels.				

1.3. Now we deal with the relevance of competences in a field we named "Designing and planning programmes".

Adult learning facilitators should be able to (Please choose the appropriate response for each item):

Items	1 (Irre-levant)	2 (Less relevant)	3 (More relevant)	4 (Highly relevant)
plan training programmes based on assessed learning needs				
tailor teaching offers for the needs of specific target groups				
plan teaching offers according with the resources available (time, space, equipment etc.)				
conceptualize their teaching methods consistent with learners' capacities and learning styles				
design the structure of their teaching offers (in terms of content and time)				
develop and prepare various teaching-learning materials and aids				
If there are any missed sub-competences that can belong to this domain, please write them in given spaces and select the relevance levels.				

1.4. Now we deal with the relevance of competences in a field we named "Subject-related, specialist domain".

Adult learning facilitators should be able to (Please choose the appropriate response for each item):

Items	1 (Irre-levant)	2 (Less relevant)	3 (More relevant)	4 (Highly relevant)
have specialist knowledge in their own area of teaching				
have knowledge in neighbouring disciplines of their own area of expertise				
apply the special didactics in their own area of teaching				
enable learners to apply what they have learned				
know about the societal relevance of their area of expertise				
be able to transfer theory into practical experiences and skills using different types of teaching devices				
If there are any missed sub-competences that can belong to this domain, please write them in given spaces and select the relevance levels.				

1.5. Now we deal with the relevance of competences in a field we named "Didactical-methodological domain".

Adult learning facilitators should be able to (Please choose the appropriate response for each item):

Items	1 (Irre-levant)	2 (Less relevant)	3 (More relevant)	4 (Highly relevant)
create a safe learning atmosphere (i.e. a learning atmosphere which is not intimidating)				
support informal learning				
encourage collaborative learning among learners				
proceed in a structured way				
apply adult learning theory in teaching				
make use of the participants` life experience in the teaching activities				
have a broad repertoire of methods at their disposal				
apply old and new media (including the use of ICT)				
stimulate the active role of learners				
apply knowledge of suitable methods and techniques				
If there are any missed sub-competences that can belong to this domain, please write them in given spaces and select the relevance levels.				

1.6. Now we deal with the relevance of competences in a field we named "Monitoring and evaluation of learning processes".

Adult learning facilitators should be able to (Please choose the appropriate response for each item):

Items	1 (Irre-levant)	2 (Less relevant)	3 (More relevant)	4 (Highly relevant)
analyze learning barriers of the learner				
monitor the learning process				
evaluate the learning outcomes				
diagnose the learning capacity of the learner				
diagnose the learning attitude of the learner				
If there are any missed sub-competences that can belong to this domain, please write them in given spaces and select the relevance levels.				

1.7. Now we deal with the relevance of competences in a field we named "Support adult learners".

Adult learning facilitators should be able to (Please choose the appropriate response for each item):

Items	1 (Irre-levant)	2 (Less relevant)	3 (More relevant)	4 (Highly relevant)
motivate				
inspire				
coach or mentor				
be available/accessible to learners				
provide information about further training opportunities in relation to own specialist area				

encourage learners to take over responsibility for their future learning processes				
If there are any missed sub-competences that can belong to this domain, please write them in given spaces and select the relevance levels.				

1.8. Now we deal with the relevance of competences in a field we named "Supporting administration issues".

Adult learning facilitators should be able to (Please choose the appropriate response for each item):

Items	1 (Irre-levant)	2 (Less relevant)	3 (More relevant)	4 (Highly relevant)
be thoroughly familiar with organizational characteristics of educational institutions / enterprises they work for				
advertise organization and its activities (trainings)				
compile dossiers and portfolios of the learners				
write reports				
create information system on trainings and learners				
cooperate with co-workers or colleagues				
(net)work together with a variety of stakeholders				
If there are any missed sub-competences that can belong to this domain, please write them in given spaces and select the relevance levels.				

1.9. Now we deal with the relevance of competences in a field we named "Personal and professional development".

Adult learning facilitators should be able to (Please choose the appropriate response for each item):

Items	1 (Irre-levant)	2 (Less relevant)	3 (More relevant)	4 (Highly relevant)
orientate themselves to the needs of participants				
make use of their own life experience within the learning environment				
recognize their own learning needs				
set their own learning goals				
be curious				
be creative				
be flexible				
reflect their own professional role				
evaluate their own practice				
be self-assured				
be committed to their own professional development				
update their domain specific knowledge and skills continuously				
update their domain specific knowledge and skills autonomously				

receive criticism creatively				
be stress-resistant				
see different perspectives				
be able to process complex information				
engage in collaborative practice with peers (observation of practice, engagement in communities of practice, and sharing good practice)				
be a self-reflective learner				
engage in mentoring and coaching with colleagues in order to support their professional development				
be a researcher				
If there are any missed sub-competences that can belong to this domain, please write them in given spaces and select the relevance levels.				

1.10. Now we deal with the relevance of competences in a field we named "Communication".

Adult learning facilitator should be able to (Please choose the appropriate response for each item):

Items	1 (Irrelevant)	2 (Less relevant)	3 (More relevant)	4 (Highly relevant)
use suitable body language				
communicate clearly				
act considering democratic values				
listen actively				
manage group dynamics				
handle conflicts				
If there are any missed sub-competences that can belong to this domain, please write them in given spaces and select the relevance levels.				

1.11. Finally, we deal with the relevance of competences in a field we named "Personal qualities".

Adult learning facilitators should (Please choose the appropriate response for each item):

	1 (Irrelevant)	2 (Less relevant)	3 (More relevant)	4 (Highly relevant)
be empathetic				
be authentic				
be humorous				
be attentive				
be extroverted				
be altruistic				
be open minded				
be emotionally stable				
If there are any missed sub-competences that can belong to this domain, please write them in given spaces and select the relevance levels.				

1.12. All in all, are there any important domains of core competences missing in your view?

1) Assessing learning needs of adults
2) Designing and planning programmes
3) Subject-related, specialist domain
4) Didactical-methodological domain
5) Monitoring and assessment of learning processes
6) Supporting adult learners
7) Supporting administration issues
8) Personal and professional development
9) Communication
10) Personal qualities
11) …
12) …

1.13. What are the most important 5 core competences for adult learning facilitators among all core competence domains? Please circle the number of selected domains of competences.

#	Core competences
1	Access learning needs of adults
2	Designing and planning programmes
3	Subject-related, specialist domain
4	Didactical-methodological domain
5	Monitoring and evaluation of learning processes
6	Support adult learners
7	Supporting administration issues
8	Personal and professional development
9	Communication
10	Personal qualities

1.14. Now please tell us to what extent have you possessed these competences currently?

1 – not at all; 2 – little; 3 – average; 4 – quite good; 5 – fully possessed

#	Core competences	1	2	3	4	5
1	Access learning needs of adults					
2	Designing and planning programmes					
3	Subject-related, specialist domain					
4	Didactical-methodological domain					
5	Monitoring and evaluation of learning processes					
6	Support adult learners					
7	Supporting administration issues					
8	Personal and professional development					
9	Communication					
10	Personal qualities					

You have finished the first part of the questionnaire.

Part II. Professional and occupational profile of adult learning facilitators

In this section, we invite you to give us your opinion regarding some selected aspects of the development of the professional and occupational field.

2.1. Could you share about professional development trainings that you participated in the last academic year?

	Quantity of attended trainings	Approximate duration of trainings
CLC level		
District/City/Province level		
National level		

2.2. Please answer the following questions about trainings you engaged.

	1 (Yes)	2 (Some extent)	3 (No)
Were you satisfied in terms of quantity of trainings that you engaged?			
Could those trainings be supposed to deliver competences that you want to learn or improve?			
Were you satisfied with qualities of those trainings?			

2.3. To what extent do you agree with the following statements?

Adult learning facilitators should hold the following qualifications (Please choose the appropriate response for each item):

Items	1 (I disagree completely)	2 (I disagree)	3 (I agree)	4 (I agree completely)
any higher education qualification				
a higher education qualification in pedagogy				
a higher education qualification in adult and continuing education				
a non-higher education qualification in adult and continuing education				
no particular qualification is necessary				

2.4. To what extent do you agree with the following statements on how adult learning facilitators can improve their competences?

Competences of adult learning professionals who work already in the field can most efficiently be increased by ... (Please choose the appropriate response for each item)

Items	1 (I disagree completely)	2 (I disagree)	3 (I agree)	4 (I agree completely)
self-directed reflection				
learning-by-doing				
exchanging experiences among colleagues				
internships and peer observation/peer teaching				

attending further education courses (e.g. train the trainer)				
attending conferences/workshops				
the evaluation by course participants				
self-study (e.g. reading specialist literature, e-learning etc.)				
using the services of a coach/a supervisor				
a consistent staff development policy by the employer				

2.5. To what extent do you agree with the following statements?

Adult learning facilitation will be much better developed near future than nowadays concerning ...
(Please choose the appropriate response for each item.)

Items	1 (I disagree completely)	2 (I disagree)	3 (I agree)	4 (I agree completely)
the level of professional competences				
the income of the adult learning facilitators				
the societal recognition of the adult learning facilitators				
the attractiveness of working as an adult learning facilitator				
quantity and frequency of professional development trainings for adult learning facilitators				
quality of professional development trainings for adult learning facilitators				

2.6. To what extent do you agree with the following statements that imply more general assertions concerning a possible regulation of the field (e.g. through the introduction of a qualification framework)? Please choose the appropriate response for each item:

Items	1 (I disagree completely)	2 (I disagree)	3 (I agree)	4 (I agree completely)
Adult learning facilitators currently acquire their most important competencies through learning-by-doing.				
It will be necessary for adult learning facilitators to acquire their most important competencies before starting to work in the field.				
Standardized training schemes for adult learning facilitators should be implemented across the country.				

You have finished the second part of the questionnaire. The third part begins in the next page.

Part III. Approaches to teaching inventory

Please choose the appropriate response for each item.

1 – Only rarely; 2 – sometimes; 3 – about half in the time; 4 – frequently; 5 – always

#	Statements	1	2	3	4	5
3.1	I feel it is important that this subject should be completely described in terms of specific objectives relating to what students have to know for formal assessment items.					
3.2	I feel it is important to present a lot of facts to students so that they know what they have to learn for this subject.					
3.3	I think an important reason for running teaching sessions in this subject is to give students a good set of notes.					
3.4	I feel that I should know the answers to any questions that students may put to me during this subject.					
3.5	I design my teaching in this subject with the assumption that most of the students have very little useful knowledge of the topics to be covered.					
3.6	In this subject I concentrate on covering the information that might be available from a good textbook.					
3.7	I structure this subject to help students to pass the formal assessment items.					
3.8	In this subject, I only provide the students with the information they will need to pass the formal assessments.					
3.9	I feel that the assessment in this subject should be an opportunity for students to reveal their changed conceptual understanding of the subject.					
3.10	I encourage students to restructure their existing knowledge in terms of the new way of thinking about the subject that they will develop.					
3.11	I feel that it is better for students in this subject to generate their own notes rather that always copy mine.					
3.12	I feel a lot of teaching time in this subject should be used to question students' ideas.					
3.13	In my interactions with students in this subject I try to develop a conversation with them about the topics we are studying.					
3.14	I set aside some teaching time so that the students can discuss, among themselves, the difficulties that they encounter studying this subject.					
3.15	In teaching sessions for this subject, I use difficult or undefined examples to provoke debate.					
3.16	I make available opportunities for students in this subject to discuss their changing understanding of the subject.					

You have finished the third part of the questionnaire.

Part IV. Teaching efficacy

Please choose the appropriate response for each item.
1 – Strongly disagree; 2 – Disagree; 3 –Somewhat agree; 4 – Agree; 5 – Strongly agree

#	Statements	1	2	3	4	5
4.1	I am certain that I have sufficient professional ability.					
4.2	I am confident that I establish teaching objectives appropriately.					
4.3	I am confident that I select appropriate teaching material.					
4.4	I am certain that I arrange appropriate timeline.					
4.5	I certain that I prepare teaching material before class sessions.					
4.6	I am confident that I utilize effective teaching methods.					
4.7	I am certain that I sustain students' attention.					
4.8	I have confidence in inspiring and maintaining students' motivation.					
4.9	I am confident that I utilize various inquiring skills.					
4.10	I am confident that I utilize technology to enhance teaching.					
4.11	I am confident that I select appropriate teaching media.					
4.12	I am confident that I produce relevant teaching media.					
4.13	I am confident that I employ software relevant to teaching.					
4.14	I am confident that I operate various types of teaching apparatuses.					
4.15	I am certain that I promote a democratic environment.					
4.16	I am certain that I nurture a pleasant learning environment.					
4.17	I am certain that I maintain a good relationship with students.					
4.18	I am certain that I share personal experiences with students.					
4.19	I am certain that I listen to students in order to understand their thoughts.					
4.20	I am certain that I provide assistances to students.					
4.21	I am certain that I co-assess learning results and advise students.					
4.22	I am certain that I provide appropriate assistance to students.					
4.23	I am certain that I utilize a variety of assessment methods to evaluate students' learning achievement.					
4.24	I am certain that I assessment methods fit teaching objectives.					
4.25	I am certain that I provide students the opportunities for applying what they have learnt.					
4.26	I am certain that I assess students with positive methods.					
4.27	I am certain that I improve teaching from assessment results.					

You have finished this part. The last part begins in the next page.

Part V. Personal particulars

Please answer the following questions.

5.1. Sex

5.2. Age

5.3. Educational level

5.4. Educational degree

5.5. Total working years

5.6. Working years as an adult learning facilitator at the CLC

5.7. Major

5.8. Specialist domain

5.9. Monthly salary (including basic and extra salaries)

5.10. If you want to give any final comments please do so.

Thank you very much for your active participation!

Appendix 3

ANALYSIS ON THE COMMON TASKS DONE BY ADULT LEARNING FACILITATORS AND THE FIRST WAVE QUESTIONNAIRE ON THE CORE COMPETENCES
Edited version of the questionnaire on the competences consistent with Mongolian context

Brown colour – added items derived from the open questions of the adopted questionnaire
Red colour – edited by me to make them consistent with the Mongolian context

Common tasks defined by CLC facilitators (2018 fieldwork)	**Common tasks defined by the reference job description of a CLC facilitator (policy doc)**	**Core competencies of adult learning facilitators in Europe**	
		Edited version of the questionnaire on the competencies consistent with Mongolian context	**Original version (first wave questionnaire)**
Assess needs	Collect, update and analyse educational and knowledge level of population and their learning needs regularly and precisely	**Assess learning needs of adults** - assess learning needs of adults - refer adults to information on current and future learning opportunities - refer adults to information about different external support structures (e.g. grants, childcare) - analyse typical barriers that may be faced by adults returning to learning - assess the entry-level of adult learners	**Access and progression of learners** - refer learners to information on current and future learning opportunities - provide information about further training opportunities in relation to own specialist area refer learners to information about different external support structures (e.g. grants, childcare) - analyse typical barriers that may be faced by adults returning to learning - encourage learners to take over responsibility for their future learning processes - assess the entry-level of learners
Develop and prepare training curriculum, content, lesson plans and training aids	- Develop training curriculum and make plans and schedules - Prepare teaching-learning materials and develop handbooks and guidelines	**Designing and planning programmes** - plan training programmes based on assessed learning needs - tailor teaching offers for the needs of specific target groups	**Planning and management (first four items)** - tailor teaching offers for the needs of specific target groups

		- plan teaching offers according with the resources available (time, space, equipment etc.) - conceptualize their teaching methods consistent with learners' capacities and learning styles - design the structure of their teaching offers (in terms of content and time) - develop and prepare teaching-learning materials and aids	- plan teaching offers according with the resources available (time, space, equipment etc.) - conceptualize their teaching offers in terms of learner achievement - design the structure of their teaching offers (in terms of content and time)
Teach a subject for the equivalency programme learners	Conduct trainings on equivalency programme, literacy and life skills for school drop-out children, youths and adults with appropriate ways	**Subject-related, specialist domain** - have specialist knowledge in their own area of teaching - have knowledge in neighboring disciplines of their own area of expertise - apply the special didactics in their own area of teaching - enable learners to apply what they have learned - know about the societal relevance of their area of expertise - update their domain specific knowledge and skills continuously - update their domain specific knowledge and skills autonomously - be able to transfer theory into practical experiences and skills using different types of teaching devices **Didactical-methodological domain** - provide support to the individual learner - support informal learning - create a safe learning atmosphere (i.e. a learning atmosphere which is not intimidating)	**Subject-related, specialist domain** - have specialist knowledge in their own area of teaching - have knowledge in neighboring disciplines of their own area of expertise - apply the special didactics in their own area of teaching - enable learners to apply what they have learned - know about the societal relevance of their area of expertise - update their domain specific knowledge and skills continuously - update their domain specific knowledge and skills autonomously - be able to transfer theory into practical experiences and skills using different types of teaching devices **Didactical-methodological domain** - provide support to the individual learner - support informal learning
Teach other life skills trainings for adult learners (English, Computer, Tailoring, Hairdressing, etc.)	- Conduct trainings based on needs assessment - Conduct vocational and job-related trainings - Conduct trainings on helping population to improve their educational level through self-study and participate in creative activities and provide consultancies on this collaborating with professional organizations - Select appropriate training content and delivering methods and use them - Create pleasant and open environment for learning		

		- encourage collaborative learning among learners - proceed in a structured way - apply adult learning theory in teaching - make use of the participants' life experience in the teaching activities - have a broad repertoire of methods at their disposal - apply old and new media (including the use of IT) - stimulate the active role of learners - monitor the learning processes of learners - diagnose the learners' learning capacities - evaluate the outcome of learning processes - apply knowledge of suitable methods and techniques	- create a safe learning atmosphere (i.e. a learning atmosphere which is not intimidating) - encourage collaborative learning among learners - proceed in a structured way - apply adult learning theory in teaching - make use of the participants' life experience in the teaching activities - have a broad repertoire of methods at their disposal - apply old and new media (including the use of technology) - stimulate the active role of learners - monitor the learning processes of learners - diagnose the learners' learning capacities - evaluate the outcome of learning processes - apply knowledge of suitable methods and techniques
Assess and evaluate	-	**Monitoring and evaluation of learning processes** - assess the needs of the learner - analyze learning barriers of the learner - monitor the learning process - evaluate the learning outcomes - diagnose the learning capacity of the learner - diagnose the learning attitude of the learner	**Monitoring and assessment of learning processes** - assess the needs of the learner - analyze learning barriers of the learner - monitor the learning process - evaluate the learning outcomes - diagnose the learning capacity of the learner - diagnose the learning attitude of the learner
Support adult learners		**Support adult learners**	

		- motivate - inspire - coach or mentor - be available/accessible to learners - provide information about further training opportunities in relation to own specialist area (access and progression of learners) - encourage learners to take over responsibility for their future learning processes (access and progression of learners)	
Cooperate with other stakeholders	Cooperate with other organizations which conduct trainings and other projects at local levels	**Cooperation with the external environment** - understand the various interests in the context of adult's learning - see their own specialist domain (the subject that is taught) in the wider societal context - recognize the role of public policy for their own specialist domain - recognize the role of institutional policy (e.g. of companies) for their own specialist domain - (net)work together with a variety of stakeholders	**Cooperation with the external environment** - understand the various interests in the context of adult's learning - see their own specialist domain (the subject that is taught) in the wider societal context - recognize the role of public policy for their own specialist domain - recognize the role of institutional policy (e.g. of companies) for their own specialist domain - (net)work together with a variety of stakeholders
Advertise trainings		**Support administration issues** - be thoroughly familiar with organizational characteristics of educational institutions / enterprises they work for - advertise organization and its activities (trainings) - monitor and evaluate the quality of the delivery of teaching offers	**Planning and management (some parts)** - think along commercial lines - promote their own teaching/learning facilitation offers on the market - be thoroughly familiar with organizational characteristics of educational institutions / enterprises they work for

		- compile dossiers and portfolios of the learners - write reports - create information system on trainings and learners - promote their own teaching/learning facilitation offers on the market	- monitor and evaluate the quality of the delivery of teaching offers - use social media to support marketing - compile dossiers and portfolios
Report	- Write and fill out necessary reports and documents - Create information and data system	See: Supporting administration issues	See: Supporting administration issues
Participate in professional development activities	Develop yourself professionally	**Personal and professional development** - orientate themselves to the needs of participants - make use of their own life - experience within the learning environment - recognize their own learning needs - set their own learning goals - be curious - be creative - be flexible - reflect their own professional role - evaluate their own practice - be self-assured - be committed to their own professional development - cope with criticism - be stress-resistant - see different perspectives - be able to process complex information - engage in collaborative practice with peers (observation of practice, engagement in communities of practice, and sharing good practice)	**Personal and professional development** - orientate themselves to the needs of participants - make use of their own life - experience within the learning environment - recognize their own learning needs - set their own learning goals - be curious - be creative - be flexible - reflect their own professional role - evaluate their own practice - be self-assured - be committed to their own professional development - cope with criticism - be stress-resistant - see different perspectives - be able to process complex information - engage in collaborative practice with peers (observation of practice,

		- be a self-reflective learner - engage in mentoring and coaching with colleagues in order to support their professional development - be a researcher	engagement in communities of practice, and sharing good practice) - be a self-reflective learner - engage in mentoring and coaching with colleagues in order to support their professional development
		Communication - use suitable body language - communicate clearly - manage group dynamics - handle conflicts - act considering democratic values - listen actively	**Interpersonal behaviour and communication with learners** - use suitable body language - communicate clearly - manage group dynamics - handle conflicts - act considering democratic values - listen actively
		Personal qualities - be empathic - be authentic - be humorous - be attentive - be extroverted - be altruistic - be open minded - be emotionally stable	**Personal qualities** - be empathic - be authentic - be humorous - be attentive - be extroverted - be altruistic - be open minded - be emotionally stable
Other activities (Organize various events other than trainings; support other activities done by the centre and local organizations; work as a homeroom teacher; do monitor teacher tasks; taking care of assets; cleaning and gardening)	Implement authorities' decisions that are relevant to occupational tasks	Competences that needed for other activities can be revealed through the open-ended questions. Or no needed to define competencies on other activities because of "core" competences.	

	Increase participation of communities in conducting non-formal and distance educational trainings –	Too vague, so it is not included.	

Appendix 4

Survey pilot results 1: Reliability test for internal consistency

ATI

	Cronbach alpha	Cronbach alpha if an item deleted
Information Transmission/ Teacher-focused (ITTF): Intention	,306	,418 I feel it is important to present a lot of facts to students so that they know what they have to learn for this subject.
Information Transmission/ Teacher-focused (ITTF): Strategy	,501	,534 I design my teaching in this subject with the assumption that most of the students have very little useful knowledge of the topics to be covered.
Conceptual Change/ Student-focused: Intention	,624	No suggestion
Conceptual Change/ Student-focused: Strategy	,686	,689 In my interactions with students in this subject I try to develop a conversation with them about the topics we are studying.

TEQ

	Cronbach alpha	Cronbach alpha if an item deleted
Course design	,583	,608 I certain that I prepare teaching material before class sessions.
Instructional strategy	,768	,781 I am confident that I utilize various inquiring skills.
Technology use	,880	No suggestion
Classroom management	,835	No suggestion
Interpersonal relation	,769	,818 I am certain that I provide assistances to students.
Learning assessment	,805	No suggestion

Common competences

#	Common competences	Adult learners		ALFs	
		Cronbach alpha	Cronbach alpha if an item deleted	Cronbach alpha	Cronbach alpha if an item deleted
1	Access learning needs of adults	,547	No suggestion	,689	,697 analyse typical barriers that may be faced by adults returning to learning
2	Designing and planning programmes	,696	No suggestion	,743	,770 plan teaching offers according with the resources available (time, space, equipment etc.)
3	Subject-related, specialist domain	,841	,858 enable learners to apply what they have learned	,819	,824 update their domain specific knowledge and skills continuously
4	Didactical-methodological domain	,820	,832 apply adult learning theory in teaching	,876	,882 make use of the participants' life experience in the teaching activities
5	Monitoring and evaluation of learning processes	,863	,879 analyse learning barriers of the learner	,839	No suggestion
6	Support adult learners	,846	No suggestion	,801	No suggestion
7	Supporting administration issues	,916	,922 be thoroughly familiar with organizational characteristics of educational institutions / enterprises they work for	,772	,785 promote their own teaching/learning facilitation offers on the market
8	Personal and professional development	,940	,942 engage in mentoring and coaching with colleagues in order to support their professional development	,920	No suggestion
9	Communication	,776	,822 act considering democratic values	,795	No suggestion
10	Personal qualities	,814	,820 be humorous	,845	No suggestion

Appendix 5
Survey pilot results 2: Internal consistency test and principal factor analysis

Approaches to teaching inventory (ATI)

		Cronbach's Alpha	**Number of items**
Information Transmission/ Teacher-focused (ITTF)	Intention	0.594	4
	Strategy	0.717	4
Conceptual Change/ Student-focused	Intention	0.647	4
	Strategy	0.823	4

		Kaiser-Meyer-Olkin Measure of Sampling Adequacy.	**Bartlett's Test of Sphericity**		
			Approx. Chi-Square	**df**	**Sig.**
Information Transmission/ Teacher-focused (ITTF)	Intention	0.619	27.09	3	0.000
	Strategy	0.693	85.48	6	0.000
Conceptual Change/ Student-focused	Intention	0.592	49.78	3	0.000
	Strategy	0.795	150.83	6	0.000

Component		Initial Eigenvalues			Extraction Sums of Squared Loadings		
		Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
Information Transmission/ Teacher-focused (ITTF)	Intention	1.62	53.88	53.88	1.62	53.88	53.88
	Strategy	2.18	54.40	54.40	2.18	54.40	54.40
Conceptual Change/ Student-focused	Intention	1.79	59.54	59.54	1.79	59.54	59.54
	Strategy	2.65	66.19	66.19	2.65	66.19	66.19

Extraction Method: Principal Component Analysis.

Component Matrix[a]

	1	2	3	4
I feel it is important that this subject should be completely described in terms of specific objectives relating to what students have to know for formal assessment items.	0.753			
I feel it is important to present a lot of facts to students so that they know what they have to learn for this subject.	0.767			
I think an important reason for running teaching sessions in this subject is to give students a good set of notes.	0.679			
I design my teaching in this subject with the assumption that most of the students have very little useful knowledge of the topics to be covered.		0.696		
In this subject I concentrate on covering the information that might be available from a good textbook.		0.623		
I structure this subject to help students to pass the formal assessment items.		0.833		
In this subject, I only provide the students with the information they will need to pass the formal assessments.		0.780		
I feel that the assessment in this subject should be an opportunity for students to reveal their changed conceptual understanding of the subject.			0.692	
I encourage students to restructure their existing knowledge in terms of the new way of thinking about the subject that they will develop.			0.855	
I feel that it is better for students in this subject to generate their own notes rather that always copy mine.			0.759	
In my interactions with students in this subject I try to develop a conversation with them about the topics we are studying.				0.804
I set aside some teaching time so that the students can discuss, among themselves, the difficulties that they encounter studying this subject.				0.857
In teaching sessions for this subject, I use difficult or undefined examples to provoke debate.				0.759
I make available opportunities for students in this subject to discuss their changing understanding of the subject.				0.832

Teaching efficacy

	Cronbach's Alpha	**Number of items**
Course design	0.825	5
Instructional strategy	0.846	4
Technology use	0.695	5
Classroom management	0.888	5
Interpersonal relation	0.862	3
Learning assessment	0.889	5

Sample adequacy

	Kaiser-Meyer-Olkin Measure of Sampling Adequacy.	**Bartlett's Test of Sphericity**		
		Approx. Chi-Square	**df**	**Sig.**
Course design	0.810	189.345	10	0.000
Instructional strategy	0.813	171.820	6	0.000
Technology use	0.768	207.917	10	0.000
Classroom management	0.833	291.935	10	0.000
Interpersonal relation	0.730	148.998	3	0.000
Learning assessment	0.868	279.769	10	0.000

Factor analysis

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
Course design	2.97	59.41	59.41	2.97	59.41	59.41
Instructional strategy	2.74	68.58	68.58	2.74	68.58	68.58
Technology use	2.85	57.07	57.07	2.85	57.07	57.07
Classroom management	3.47	69.43	69.43	3.47	69.43	69.43
Interpersonal relation	2.36	78.80	78.80	2.36	78.80	78.80
Learning assessment	3.48	69.58	69.58	3.48	69.58	69.58

Extraction Method: Principal Component Analysis.

Component Matrix[a]

	1	2	3	4	5	6
I am certain that I have sufficient professional ability.	0.639					
I am confident that I establish teaching objectives.	0.833					
I am confident that I select appropriate teaching material.	0.805					
I am certain that I arrange appropriate timeline.	0.846					
I certain that I prepare teaching material before class sessions.	0.712					
I am confident that I utilize effective teaching methods.		0.835				
I am certain that I sustain students' attention.		0.866				
I have confidence in inspiring and maintaining students' motivation.		0.860				
I am confident that I utilize various inquiring skills.		0.746				
I am confident that I utilize technology to enhance teaching.			0.793			
I am confident that I select appropriate teaching media.			0.887			
I am confident that I produce relevant teaching media.			0.855			
I am confident that I employ software relevant to teaching.			0.829			
I am confident that I operate various types of teaching apparatuses.			0.146			
I am certain that I promote a democratic environment.				0.811		
I am certain that I nurture a pleasant learning environment.				0.846		
I am certain that I maintain a good relationship with students.				0.887		
I am certain that I share personal experiences with students.				0.797		
I am certain that I listen to students in order to understand their thoughts.				0.823		
I am certain that I provide assistances to students.					0.893	
I am certain that I co-assess learning results and advise students.					0.904	
I am certain that I provide appropriate assistance to students.					0.865	
I am certain that I utilize a variety of assessment methods to evaluate students' learning achievement.						0.812
I am certain that I assessment methods fit teaching objectives.						0.872
I am certain that I provide students the opportunities for exercise.						0.865
I am certain that I assess students with positive methods.						0.785
I am certain that I improve teaching from assessment results.						0.833

Common competence

#	Domains of common competences	Cronbach's alpha	Number of items	n	Mean	SD
1	Assessing learning needs of adults	0.653	5	277	3.157	2.550
2	Designing and planning programmes	0.696	6	277	3.268	2.633
3	Subject-related, specialist domain	0.774	6	277	3.397	2.633
4	Didactical-methodological domain	0.820	10	277	3.299	4.180
5	Monitoring and evaluation of learning processes	0.803	5	277	3.188	2.539
6	Supporting adult learners	0.793	6	277	3.346	2.776
7	Supporting administration issues	0.846	7	277	3.211	3.544
8	Personal and professional development	0.921	21	277	3.379	8.385
9	Communication	0.841	6	277	3.231	3.166
10	Personal qualities	0.873	8	277	3.388	3.691

Sample adequacy test for factor analysis

In order to carry out factor analysis, sample adequacy must be tested. Kaiser-Meyer-Olkin (KMO) and Bartlett's tests are carried out to test sample adequacy.

KMO> 0.9 excellent adequacy
0.9 > KMO > 0.7 good
0.7 > KMO > 0.6 acceptable
0.5 > KMO inadequate

#	Domains of common competences	Kaiser-Meyer-Olkin Measure of Sampling Adequacy.	Bartlett's Test of Sphericity		
			Approx. Chi-Square	df	Sig.
1	Assessing learning needs of adults	0.618	67.978	3	0.000
2	Designing and planning programmes	0.640	85.330	3	0.000
3	Subject-related, specialist domain	0.793	310.793	10	0.000
4	Didactical-methodological domain	0.838	429.319	15	0.000
5	Monitoring and evaluation of learning processes	0.793	420.312	10	0.000
6	Supporting adult learners	0.814	439.809	15	0.000
7	Supporting administration issues	0.842	714.192	21	0.000
8	Personal development	0.79	339.367	10	0.000
9	Professional development	0.876	856.106	28	
10	Communication	0.861	587.911	15	0.000
11	Personal qualities	0.894	1013.769	28	0.000

This analysis shows that KMO is greater than 0.6 (the lowest 0.618) and they all are statistically significant (Sig.= 0.000). Thus, factor analysis can be carried out since sample adequacy is acceptable and significant.

Factor analysis

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
Assessing learning needs of adults	1.60	53.25	53.25	1.60	53.25	53.25
Designing and planning programmes	1.68	55.92	55.92	1.68	55.92	55.92
Subject-related, specialist domain	2.59	51.75	51.75	2.59	51.75	51.75
Didactical-methodological domain	2.99	49.78	49.78	2.99	49.78	49.78
Monitoring and evaluation of learning processes	2.80	55.95	55.95	2.80	55.95	55.95
Supporting adult learners	2.97	49.51	49.51	2.97	49.51	49.51
Supporting administration issues	3.64	52.04	52.04	3.64	52.04	52.04
Personal development	2.64	52.81	52.81	2.64	52.81	52.81
Professional development	4.13	51.59	51.59	4.13	51.59	51.59
Communication	3.38	56.27	56.27	3.38	56.27	56.27
Personal qualities	4.41	55.06	55.06	4.41	55.06	55.06

Extraction Method: Principal Component Analysis.

- Assessing learning needs of adults: If “3” and “5” items removed, the variance is 53.25%
- Designing and planning programmes: If “2”, “3” and “6” items removed, the variance is 55.92%
- Subject-related, specialist domain: “4” item removed, the variance is 51.75%
- Didactical-methodological domain: “1”, “2”, “3” and “6” items removed, the variance is 49.78%
- Monitoring and evaluation of learning processes: The variance is 51.75%
- Supporting adult learners: The variance is 49.51%
- Supporting administration issues: The variance is 52.04%
- Personal development: “5”, “6”, “10” and “21” items removed, the variance is 52.81%
- Professional development: “1”, “2”, “12” and “13” items removed, the variance is 51.59%
- Communication: The variance is 56.27%
- Personal qualities: The variance is 55.06%

Component Matrix[a]

	1	2	3	4	5
identify learning themes and convenient training duration, methods for adults	0.737				
refer adults to information on current and future learning opportunities	0.766				
analyze typical barriers that may be faced by adults returning to learning	0.684				
plan training programmes based on assessed learning needs		0.763			
conceptualize their teaching methods consistent with learners' capacities and learning styles		0.734			
design the structure of their teaching offers (in terms of content and time)		0.747			
have specialist knowledge in their own area of teaching			0.720		
have knowledge in neighboring disciplines of their own area of expertise			0.754		
apply the special didactics in their own area of teaching			0.765		
know about the societal relevance of their area of expertise			0.686		
be able to transfer theory into practical experiences and skills using different types of teaching devices			0.666		
proceed in a structured way				0.640	
apply adult learning theory in teaching				0.626	
have a broad repertoire of methods at their disposal				0.763	
apply old and new media (including the use of ICT)				0.659	
stimulate the active role of learners				0.738	
apply knowledge of suitable methods and techniques				0.791	
analyze learning barriers of the learner					0.718
monitor the learning process					0.698
evaluate the learning outcomes					0.697
diagnose the learning capacity of the learner					0.816
diagnose the learning attitude of the learner					0.802

Component Matrix[a]

	6	7	8	9	10	11
motivate	0.607					
inspire	0.720					
coach or mentor	0.766					
be available/accessible to learners	0.755					
provide information about further training opportunities in relation to own specialist area	0.694					
encourage learners to take over responsibility for their future learning processes	0.667					
be thoroughly familiar with organizational characteristics of educational institutions / enterprises they work for		0.691				

advertise organization and its activities (trainings)		0.720				
compile dossiers and portfolios of the learners		0.732				
write reports		0.714				
create information system on trainings and learners		0.768				
cooperate with co-workers or colleagues		0.753				
(net)work together with a variety of stakeholders		0.667				
be flexible			0.599			
receive criticism creatively			0.754			
be stress-resistant			0.730			
see different perspectives			0.771			
be able to process complex information			0.765			
recognize their own learning needs				0.733		
set their own learning goals				0.684		
reflect their own professional role				0.760		
evaluate their own practice				0.720		
be committed to their own professional development				0.653		
engage in collaborative practice with peers (observation of practice, engagement in communities of practice, and sharing good practice)				0.675		
be a self-reflective learner				0.781		
engage in mentoring and coaching with colleagues in order to support their professional development				0.730		
use suitable body language					0.776	
communicate clearly					0.691	
act considering democratic values					0.707	
listen actively					0.777	
manage group dynamics					0.806	
handle conflicts					0.737	
be empathic						0.696
be authentic						0.742
be humorous						0.611
be attentive						0.791
be extroverted						0.832
be altruistic						0.773
be open minded						0.833
be emotionally stable						0.621

Appendix 6: Ethical clearance letter (1)

EÖTVÖS LORÁND TUDOMÁNYEGYETEM
PEDAGÓGIAI ÉS
PSZICHOLÓGIAI KAR
KUTATÁSETIKAI BIZOTTSÁG

E·L·T·E

EÖTVÖS LORÁND UNIVERSITY
FACULTY OF EDUCATION
AND PSYCHOLOGY
RESEARCH ETHICS COMMITTEE

Reference number: 2019/45

Research Ethics Application Approval

Name of the Principal Investigator (PI)	**Helga Dorner**
Academic degree of the PI	Ph.D.
Place of work of the PI (Faculty/Institute/Department)	Centre for Teaching and Learning, Central European University
Job title of the PI:	Senior Lecturer
E-mail address of the PI	dornerh@ceu.edu
Title of the research:	The professional identity and the core competences of adult learning facilitators at community learning centres in Mongolia
Research fields related to the topic of the present research (e.g. cognitive psychology, etc)	Adult education and learning; Education
Other researchers involved (e.g. students, etc.)	Togtokhmaa Zagir, a second year Ph.D. student at Adult learning and education programme, Doctoral School of Education, Faculty of Education and Psychology, ELTE
Expected dates of the beginning and the end of the research	• Research fieldwork is conducted between September to November 2019. • Pilot will be conducted from March to April, 2019 to test reliabilities of the research tools.

The Research Ethics Committee of the Faculty of Pedagogy and Psychology (ELTE) grants permission to carry out the above study.
This decision is based on the evaluation of the referenced Application submitted to the Research Ethics Committee.

Budapest, 11. 02. 2019.

Eötvös Loránd University
Faculty of Education and Psychology
Research Ethics Committee
H-1064 Budapest, Izabella u. 46.

.....

Research Ethics Committee
Chair or Acting Member

H-1064 Budapest, Izabella u. 46. • telephone: (36-1) 209-0619
e-mail: keb@ppk.elte.hu • www.ppk-keb.elte.hu

Appendix 7: Ethical clearance letter (2)

From: Pap Julianna <keb@ppk.elte.hu>
Sent: Tuesday, June 25, 2019 12:38 PM
To: Helga Dorner
Subject: Re: Fwd: Togtokhmaa Zagir - submission Research Ethics Committee

Kedves Helga,

a kérelem jóváhagyása június 21-én megtörtént, az engedély száma: 2019/232

Az engedély a következő kitételt tartalmazza:

The Research Ethics Committee of the Faculty of Pedagogy and Psychology (ELTE) grants permission to carry out the above study **with the condition that the applicant receives permission from a local research ethics committee as well.**
This decision is based on the evaluation of the referenced Application submitted to the Research Ethics Committee.

A KÉRELMET NYOMTATOTT FORMÁBAN BENYÚJTANI NEM KELL.

Felhívnám a figyelmet, hogy a **kutatás kezdő dátuma nem lehet korábbi, mint a jóváhagyás időpontja,** ezért - amennyiben szükséges - az engedélyen és az elektronikusan tárolt beadványon ezt módosítjuk. Természetesen az engedély érvényességének dátuma megegyezik a jóváhagyás dátumával.

A kinyomtatott, aláírt hivatalos engedélyt eljuttatjuk az adott Intézet vagy Tanszék ügyintézőjéhez.

Üdvözlettel:

elte | ppk

Pap Julianna
Ügyintéző

Eötvös Loránd Tudományegyetem

Appendix 8: Ethical clearance letter (3)

MINISTRY OF EDUCATION,
CULTURE, SCIENCE AND SPORTS
MONGOLIAN INSTITUTE FOR EDUCATONAL RESEARCH
14191 Ulaanbaatar, Sukhbaatar district,
Peace Avenue 10, Teacher Development Palace
Telephone/Fax: (976) 7012-5286, E-mail: info@mier.mn

Date: 23 July 2019
Ref: 154

To: Ms. Togtokhmaa Zagir, a doctoral student at Adult Learning and Education Programme, Doctoral School of Education, Faculty of Education and Psychology, Eötvös Loránd University, Hungary

Research Ethics Approval Letter

I am writing to you on behalf of the Scientific Committee of Mongolian Institute for Educational Research, in response to your submission of an application for ethical approval for your study "Professional identity and core competences of adult learning facilitators at community learning centres in Mongolia".

The committee reviewed the following documents that you had provided:

- brief and basic information about the research project (research aims, objectives, participants, sites, etc.);
- research consent and permission sheets for three different research participants (adult learning facilitators, community learning centres' administrators, and adult learners);
- interview questions that to be answered by adult learning facilitators at community learning centres; and
- three types of questionnaires (teaching approaches, teaching efficacy and core competences) that to be responded by three different research participants (adult learning facilitators, community learning centres' administrators, and adult learners).

Having considered the above documents, I would like to inform that your study has been approved by the Committee. You must let us know if there are any significant changes to the research which raise any further ethical issues.

Please let us have a brief final report to confirm the research has been completed.

Yours sincerely,

Dr. Lkhagvasuren Purev
Director of Mongolian Institute for Educational Research
Ministry of Education, Culture, Science and Sports

Appendix 9: Permission for research fieldwork

БОЛОВСРОЛ СОЁЛ, ШИНЖЛЭХ УХААН, СПОРТЫН ЯАМ
НАСАН ТУРШИЙН БОЛОВСРОЛЫН
УНДЭСНИЙ ТӨВ
210648 Улаанбаатар хот, Сүхбаатар дүүрэг, 8 дугаар хороо,
Бага тойруу -14, МУБИС-ийн 12-р байр, Сургалт судалгааны төв
Утас: 7013-5131, факс: (976) 7013-4344,
E-mail: info@ncle.edu.mn

06.03.2019 № 35/19
танай _____-ны № _____-т

TO: TOGTOKHMAA ZAGIR,
A PHD STUDENT AT EÖTVÖS
LORÁND UNIVERSITY, HUNGARY

A letter of invitation

I am pleased to inform you that your request on conducting a research fieldwork at the community learning centres of Baganuur, Bayangol, Bayanzurkh, Sukhbaatar, and Khan-Uul districts of Ulaanbaatar has been approved. We acknowledge that your research on professional identity and core competences of adult learning facilitators at community learning centres in Mongolia could contribute to improving the current practices of the field. Thus, we welcome you to conduct the research fieldwork at the selected community learning centres in Mongolia.

Yours sincerely,

BOLORTUNGALAG LKHAGVAJAV

Director of the National Centre for Lifelong Education

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Appendix 10

Common competences and self-efficacy in course design area

Competence domains	Self-efficacy groups	n	Mean Rank	Mann-Whitney U	Asymp. Sig. (2-tailed)
Assessing learning needs of adults	Low self-efficacy	23	50.22	879.0	0.611
	High self-efficacy	82	53.78		
Designing and planning programmes	Low self-efficacy	23	42.46	700.5	0.053*
	High self-efficacy	82	55.96		
Subject-related, specialist domain	Low self-efficacy	23	41.74	684.0	0.042**
	High self-efficacy	82	56.16		
Didactical-methodological domain	Low self-efficacy	23	45.74	776.0	0.192
	High self-efficacy	82	55.04		
Monitoring and evaluation of learning processes	Low self-efficacy	23	43.98	735.5	0.104
	High self-efficacy	82	55.53		
Supporting adult learners	Low self-efficacy	23	44.13	739.0	0.111
	High self-efficacy	82	55.49		
Supporting institutional administration issues	Low self-efficacy	23	40.76	661.5	0.028*
	High self-efficacy	82	56.43		
Personal development	Low self-efficacy	23	44.52	748.0	0.125
	High self-efficacy	82	55.38		
Professional development	Low self-efficacy	23	43.52	725.0	0.089*
	High self-efficacy	82	55.66		
Communication	Low self-efficacy	23	40.28	650.5	0.022**
	High self-efficacy	82	56.57		
Personal qualities	Low self-efficacy	23	44.07	737.5	0.109
	High self-efficacy	82	55.51		

Note. * $p < .01$, ** $p < .005$

Common competences and self-efficacy in instructional strategy area

Competence domains	Self-efficacy groups	n	Mean Rank	Mann-Whitney U	Asymp. Sig. (2-tailed)
Assessing learning needs of adults	Low self-efficacy	17	48.32	668.5	0.478
	High self-efficacy	88	53.90		
Designing and planning programmes	Low self-efficacy	17	47.94	662.0	0.442
	High self-efficacy	88	53.98		
Subject-related, specialist domain	Low self-efficacy	17	39.79	523.5	0.048**
	High self-efficacy	88	55.55		
Didactical-methodological domain	Low self-efficacy	17	43.47	586.0	0.155
	High self-efficacy	88	54.84		
Monitoring and evaluation of learning processes	Low self-efficacy	17	47.82	660.0	0.439
	High self-efficacy	88	54.00		
Supporting adult learners	Low self-efficacy	17	48.03	663.5	0.459
	High self-efficacy	88	53.96		
Supporting institutional administration issues	Low self-efficacy	17	37.71	488.0	0.023**
	High self-efficacy	88	55.95		
Personal development	Low self-efficacy	17	48.50	671.5	0.499
	High self-efficacy	88	53.87		
Professional development	Low self-efficacy	17	47.65	657.0	0.425
	High self-efficacy	88	54.03		
Communication	Low self-efficacy	17	45.91	627.5	0.291
	High self-efficacy	88	54.37		
Personal qualities	Low self-efficacy	17	42.29	566.0	0.111
	High self-efficacy	88	55.07		

Note. ** $p < .005$

Common competences and self-efficacy in technology use

Competence domains	Self-efficacy groups	N	Mean Rank	Mann-Whitney U	Asymp. Sig. (2-tailed)
Assessing learning needs of adults	Low self-efficacy	26	53.96	1002.0	0.849
	High self-efficacy	79	52.68		
Designing and planning programmes	Low self-efficacy	26	47.19	876.0	0.249
	High self-efficacy	79	54.91		
Subject-related, specialist domain	Low self-efficacy	26	47.12	874.0	0.250
	High self-efficacy	79	54.94		
Didactical-methodological domain	Low self-efficacy	26	49.52	936.5	0.498
	High self-efficacy	79	54.15		
Monitoring and evaluation of learning processes	Low self-efficacy	26	45.92	843.0	0.168
	High self-efficacy	79	55.33		
Supporting adult learners	Low self-efficacy	26	52.92	1025.0	0.988
	High self-efficacy	79	53.03		
Supporting institutional administration issues	Low self-efficacy	26	49.58	938.0	0.506
	High self-efficacy	79	54.13		
Personal development	Low self-efficacy	26	46.75	864.5	0.221
	High self-efficacy	79	55.06		
Professional development	Low self-efficacy	26	46.90	868.5	0.236
	High self-efficacy	79	55.01		
Communication	Low self-efficacy	26	49.56	937.5	0.503
	High self-efficacy	79	54.13		
Personal qualities	Low self-efficacy	26	49.92	947.0	0.550
	High self-efficacy	79	54.01		

Common competences and self-efficacy in interpersonal relation

Competence domains	Interpersonal relation	n	Mean Rank	Mann-Whitney U	Asymp. Sig. (2-tailed)
Assessing learning needs of adults	Low self-efficacy	16	49.84	661.5	0.644
	High self-efficacy	89	53.57		
Designing and planning programmes	Low self-efficacy	16	43.00	552.0	0.142
	High self-efficacy	89	54.80		
Subject-related, specialist domain	Low self-efficacy	16	39.69	499.0	0.055*
	High self-efficacy	89	55.39		
Didactical-methodological domain	Low self-efficacy	16	46.28	604.5	0.334
	High self-efficacy	89	54.21		
Monitoring and evaluation of learning processes	Low self-efficacy	16	41.47	527.5	0.097*
	High self-efficacy	89	55.07		
Supporting adult learners	Low self-efficacy	16	45.22	587.5	0.264
	High self-efficacy	89	54.40		
Supporting institutional administration issues	Low self-efficacy	16	47.81	629.0	0.456
	High self-efficacy	89	53.93		
Personal development	Low self-efficacy	16	50.84	677.5	0.755
	High self-efficacy	89	53.39		
Professional development	Low self-efficacy	16	43.78	564.5	0.185
	High self-efficacy	89	54.66		
Communication	Low self-efficacy	16	42.03	536.5	0.115
	High self-efficacy	89	54.97		
Personal qualities	Low self-efficacy	16	43.72	563.5	0.182
	High self-efficacy	89	54.67		

Note. * $p < .01$

Common competences and self-efficacy in learning assessment area

Competence domains	Learning assessment	n	Mean Rank	Mann-Whitney U	Asymp. Sig. (2-tailed)
Assessing learning needs of adults	Low self-efficacy	20	45.48	699.5	0.207
	High self-efficacy	85	54.77		
Designing and planning programmes	Low self-efficacy	20	39.65	583.0	0.025**
	High self-efficacy	85	56.14		
Subject-related, specialist domain	Low self-efficacy	20	41.80	626.0	0.064*
	High self-efficacy	85	55.64		
Didactical-methodological domain	Low self-efficacy	20	40.25	595.0	0.036**
	High self-efficacy	85	56.00		
Monitoring and evaluation of learning processes	Low self-efficacy	20	34.80	486.0	0.003***
	High self-efficacy	85	57.28		
Supporting adult learners	Low self-efficacy	20	42.20	634.0	0.076*
	High self-efficacy	85	55.54		
Supporting institutional administration issues	Low self-efficacy	20	37.68	543.5	0.012**
	High self-efficacy	85	56.61		
Personal development	Low self-efficacy	20	48.75	765.0	0.481
	High self-efficacy	85	54.00		
Professional development	Low self-efficacy	20	42.40	638.0	0.081*
	High self-efficacy	85	55.49		
Communication	Low self-efficacy	20	44.08	671.5	0.142
	High self-efficacy	85	55.10		
Personal qualities	Low self-efficacy	20	43.55	661.0	0.120
	High self-efficacy	85	55.22		

Note. * $p < .01$, ** $p < .005$, *** $p < .001$

Appendix 11

COMMON COMPETENCE PROFILE FOR ADULT LEARNING FACILITATORS AT LIFELONG EDUCATION CENTRES IN MONGOLIA

Common competence 1: Assessing adult learning needs
- help adults to perceive and understand their own learning needs
- identify learning themes and convenient training duration, methods for adults
- refer adults to information on current and future learning opportunities
- refer adults to information about different external support structures (e.g. grants, childcare)
- analyse typical barriers that may be faced by adults returning to learning
- assess the entry-level of learners

Common competence 2: Designing and planning programmes
- plan training programmes based on assessed learning needs
- tailor teaching offers for the needs of specific target groups
- plan teaching offers according with the resources available (time, space, equipment etc.)
- conceptualize their teaching methods consistent with learners' capacities and learning styles
- design the structure of their teaching offers (in terms of content and time)
- develop and prepare various teaching-learning materials and aids

Common competence 3: Subject specialization
- have specialist knowledge in their own area of teaching
- have knowledge in neighbouring disciplines of their own area of expertise
- apply the special didactics in their own area of teaching
- enable learners to apply what they have learned
- know about the societal relevance of their area of expertise
- be able to transfer theory into practical experiences and skills using different types of teaching devices

Common competence 4: Didactical-methodological competence
- create a safe learning atmosphere (i.e. a learning atmosphere which is not intimidating)
- support informal learning
- encourage collaborative learning among learners
- proceed in a structured way
- apply adult learning theory in teaching
- make use of the participants` life experience in the teaching activities
- have a broad repertoire of methods at their disposal
- apply old and new media (including the use of ICT)
- stimulate the active role of learners
- apply knowledge of suitable methods and techniques

Common competence 5: Monitoring and evaluation of learning process
- analyse learning barriers of the learner
- monitor the learning process
- evaluate the learning outcomes
- diagnose the learning capacity of the learner
- diagnose the learning attitude of the learner

Common competence 6: Supporting adult learners
- motivate
- inspire
- coach or mentor
- be available/accessible to learners

- provide information about further training opportunities in relation to own specialist area
- encourage learners to take over responsibility for their future learning processes

Common competence 7: Supporting institutional administration issues
- be thoroughly familiar with organizational characteristics of educational institutions/enterprises they work for
- advertise organization and its activities (trainings)
- compile dossiers and portfolios of the learners
- write reports
- create information system on trainings and learners
- cooperate with co-workers or colleagues
- (net)work together with a variety of stakeholders

Common competence 8: Personal and professional development
- orientate themselves to the needs of participants
- make use of their own life experience within the learning environment
- recognize their own learning needs
- set their own learning goals
- be curious
- be creative
- be flexible
- reflect their own professional role
- evaluate their own practice
- be self-assured
- be committed to their own professional development
- update their domain specific knowledge and skills continuously and autonomously
- receive criticism creatively
- be stress-resistant
- see different perspectives
- be able to process complex information
- engage in collaborative practice with peers (observation of practice, engagement in communities of practice, and sharing good practice)
- be a self-reflective learner
- engage in mentoring and coaching with colleagues in order to support their professional development
- be a researcher

Common competence 9: Communication
- use suitable body language
- communicate clearly
- act considering democratic values
- listen actively
- manage group dynamics
- handle conflicts

Common competence 10: Personal traits
- be empathetic
- be authentic
- be humorous
- be attentive
- be extroverted
- be altruistic
- be open minded
- be emotionally stable