curriculum globALE

Curriculum for Global Adult Learning & Education

Susanne Lattke, Katarina Popovic, Jesco Weickert

DiE

dvv international
Institut für Internationale Zusammenarbeit
des Deutschen Volkshochschul-Verbandes

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A. Introduction

1. Project Background

This publication introduces the Curriculum globALE that sets out a basic qualification for adult educators worldwide. By providing a benchmark that spans all continents, the globALE project is unique in its aim of driving forward the professionalisation of Adult Education on an international scale.

Adult learning and education represents an important part of Lifelong Learning which is nowadays widely recognised as having a key role in addressing the challenges which individuals and societies are facing globally. As the Belem Framework for Action, which was approved at the 6th UNESCO International Conference on Adult Education (CONFINTEA VI) in December 2009, states, "adult learning and education equip people with the necessary knowledge, capabilities, skills, competences and values to exercise and advance their rights and take control of their destinies. Adult learning and education are also an imperative for the achievement of equity and inclusion, for alleviating poverty and for building equitable, tolerant, sustainable and knowledge-based societies" (UNESCO 2009).

However, if adult learning is to reach its full potential, it needs to be supported by people who have appropriate professional competencies. While teachers of young children in school have usually undertaken some programme of professional education, often at university level before starting to teach, this is often not the case with persons who teach adults. The professionalisation of Adult Education is therefore perceived as a key challenge around the world, both at the individual country level and in the international context. The "Belém Framework for Action" identifies the professionalisation of Adult Education as one of the key challenges for the field and notes: "The lack of professionalisation and training opportunities for educators has had a detrimental impact on the quality of adult learning and education provision (…)" (UNESCO 2009). Around one third of the 150 country reports on Adult Education submitted for the conference cited inadequate qualification of personnel as one of the biggest areas in which action needs to be taken (UIL 2009).

In reaction to this situation, among other things, the UNESCO member states at the CONFINTEA conference committed themselves to "training, capacity-building, employment conditions and the professionalisation of adult educators, e.g. through the establishment of partnerships with higher education institutions, teacher associations and civil society organisations" (ibid.).

At the *EU level,* the topic of the professionalisation of Adult Education has experienced increasing attention in the area of education policy for a number of years now. The first communication of the European Commission on adult learning (European Commission 2006) and the action plan on adult learning, which followed one year later (European Commission 2007), both define the professional qualification of personnel as the key factor in the quality of adult learning. Criticism was raised regarding the overall inadequate level of attention which has so far been dedicated to this task in Europe as well as the lack of uniform qualification standards and associated initial and continuing education and training concepts. The qualification programmes that exist in the individual countries are extremely heterogeneous, almost impossible to compare with each other and difficult to assess in terms of quality due to the lack of a benchmark for the purposes of comparison.

In the form of the *European Qualifications Framework* (EQF; European Parliament/Council 2008), which was initiated by the EU, a benchmark that applies on a transnational scale has existed since 2008. However, the EQF merely enables an abstract comparison of qualification levels, regardless of the associated content. In order to enable a content-related comparison of qualifications, a differentiated understanding of such content is required. In the context of Adult Education, this means that a common understanding is required as to which competencies adult educators must have at different qualification levels.

These developments form the general background for the cooperation project described in the following between the German Institute for Adult Education – Leibniz Centre for Lifelong Learning (DIE) and the Institute for the International Cooperation of the Association of German Adult Education Centres (*dvv international*). Building on their previous activities, the two institutes have set themselves the goal of jointly developing and implementing a scientifically based and transnationally compatible curriculum that will provide a basic qualification for adult educators. The combination of science and practice which is strived for is directly reflected in the specific institutional partnership:

The **DIE** is a non-university research institute and an infrastructure institution that acts as a competent point of contact and scientific service provider for all institutions whose work is committed to Adult Education and Lifelong Learning. Through its research and scientific services, the DIE contributes towards the national and international development and networking of Adult Education.

The work of the DIE serves the overarching socio-political goal of expanding the education of adults and making it more successful, thus improving personal development, participation in society and the employability of the adult population.

In accordance with its mission, the tasks of the DIE cover two key areas: to link together the science of Adult Education and its field of practice, to support both of these areas with data and information, and to carry out in-house research and development work.

The research activities of the DIE encompass all areas of activity in the area of continuing education: the learning process of adults, the didactic design of programmes, the personnel, the continuing education institutions and continuing education system together with its financial, political and legal aspects.

The professionalisation of continuing education in both the German and international context has represented a continuing key working area of the DIE for decades. In the last few years, research and development projects have been based on professional areas of activity and competency requirements in adult and continuing education, the conceptual design and evaluation of qualification programmes for adult educators, developing qualification standards and validating certification for informally acquired competencies.

dvv international is the Institute for International Cooperation of the German Adult Education Association, which, in turn, is the federal umbrella association for the 16 regional associations of Germany's community Adult Education centres.

According to the principles of *dvv international,* education and Adult Education are a basic human right and a vital prerequisite for development in the most important areas of development cooperation.

dvv international

- promotes the European and global exchange of information and expertise on Adult Education and development

- provides support for setting up and expanding youth and Adult Education structures in developing and transition countries

- offers continuing education, consulting and media for global, intercultural and European policies.

dvv international works together with more than 200 partners worldwide in over 30 countries. The institute sees itself as a specialist partner that contributes experience and resources in joint projects and, *vice-versa*, also learns from its partners.

Under the overarching goal of poverty reduction, *dvv international* strives to establish and develop efficient Adult Education organisations that contribute, in networks, towards a development-oriented Adult Education system.

In its cooperation with selected partners from the state and administrative bodies, professional associations and universities, NGOs and basic organisations, the focus is on strengthening institutional structures, competency development and quality assurance. The education and continuing education of Adult Education personnel (continuing education of multipliers, both topic-related and profession-based, for individuals in management, teaching and administration of NGOs and professional organisations, strengthening university degree programmes for Adult Education) play a central role.

2. Acknowledgments

The Team of Curriculum globALE want to express their special gratitude to Levan Kvatchadze who was deeply involved in setting up the project and the preliminary analysis of existing concepts, PD Dr. Markus Höffer-Mehlmer, who developed the detailed training concept featured in annex 2. Also, they would like to thank Bianka Spieß from Layout Manufaktur in Berlin, Germany and Garegin Martirossian from The Sign in Yerevan, Armenia for their support in developing the logotype for Curriculum globALE.

Curriculum globALE was discussed with the working group of the German Volkshochschulen on capacity building, quality development, and counseling which provided fruitful feedback on the structure and the scope of the initiative. Valuable contributions also came from the experts taking part in the workshop on December 3rd and 4th (the list of participants can be found in footnote 3).

The team would also like to deeply thank everyone involved in developing Curriculum globALE as a joint effort.

Curriculum globALE is open to any feedback and comments. If you are interested in applying the curriculum or getting involved in its further development, please get in touch with a member of the team.

3. Aims and objectives of the project

The objective of the project carried out by the DIE and *dvv international* was to develop, test and disseminate a core curriculum for training adult educators outside of the university sector which, being in line with the basic principles of Adult Education, satisfies international scientific standards and is suitable for use on a transnational scale.
The overarching aim of this initiative is:

- to enhance professionalisation of adult educators by providing a common reference framework

- to support Adult Education providers in the design and implementation of train-the-trainer programmes, and

- to foster knowledge exchange and mutual understanding between adult educators worldwide.

On the basis of this background context, *modularisation* and *orientation towards learning outcomes* were specified from the outset as the key requirements of the curriculum under development. A fundamental element was to provide a description of both the curriculum as a whole and the individual modules in the form of learning outcomes and competencies. The *learning outcomes* form the standard-setting core of the curriculum, which is consistent across all countries and cannot be changed. In this sense, the Curriculum globALE can also be considered to include a kind of meta competence framework for adult educators: The learning outcomes defined in the curriculum represent exactly those competences which all adult educators should possess, no matter in what geographical, institutional or domain-specific context they work.

The *qualification level* which corresponds to these competences is that of a basic qualification for the area of Adult Education. An adult educator working mainly in teaching was taken as the professional reference profile. In other words, the learning outcomes described in the curriculum constitute a qualification that course instructors, trainers, lecturers and similar individuals should have as a prerequisite for carrying out their work in a professional manner. With reference to the European Qualification Framework, the curriculum would thus be classified at around EQF level 5[1].

In addition to the learning outcomes/competencies as the core element, the curriculum should provide support and ideas as to how the learning outcomes can be achieved and how the corresponding competencies can be developed. For this purpose the curriculum should propose a set of module outlines including:

- a compilation of topics and questions for self-reflection which will help to achieve the identified learning outcomes

- a selection of suitable study literature for self-study or use in lessons

- recommendations on methodological didactic implementation

- recommendations on the timeframes for the individual modules[2]

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[1] EQF level 5 approximately corresponds to a short university-level study programme below a Bachelor's degree (which corresponds to EQF level 6).

[2] This refers merely in an exemplary fashion to a possible implementation format for the overall curriculum, namely a traditional training programme with compact lesson blocks. In practice, very different approaches and formats in different combinations are possible in order to achieve the learning outcomes: mentoring programmes or project work for instance, in addition to classic lesson blocks. A form of documentation and (partial) recognition of competences that have already been informally acquired would be conceivable. The project partners also intend to investigate the specific form that such options could potentially take.

The complete set of modules should thus provide a solid foundation for designing a suitable training programme through which adult educators can develop the necessary competencies. Since the contextual conditions and the specific needs of the target groups will however vary considerably between different regions, institutions or domains, the elements listed above – topics, suggested literature, proposed didactical methods – have more of a recommendation character (see part 1). They can be subject to changes of a greater or lesser extent according to the specific application context. The curriculum is thus intended to provide a model which may be taken as a basis for tailoring individual training programmes which may differ in terms of single subject matters, materials, methods and formats, according to the needs in a specific context, but which nevertheless all correspond to one shared competence standard.

Procedure in the project

The project is divided into two extensive phases:

The *development phase*, which runs from mid-2011 to the end of 2012, encompasses the following work steps:

- Collection and evaluation of existing competency profiles, qualification standards, training programmes and curricula from different countries, taking particular account of examples that already have a transnational focus

- Creation of a first curriculum draft to be drawn up on this basis

- Discussion of the draft at a workshop with international experts[3]

- Revision and completion of the curriculum for the subsequent test and dissemination phase

For the *test and dissemination phase* in 2013, the following steps are envisaged:

- Piloting of the curriculum in various country projects of *dvv international*, documentation of implementation scenarios

- Presentation of the curriculum and exchanging of experiences with regard to application in practice at an international conference

- Publication of the background and results of the project including the outlook for future application and further development of the curriculum

4. Target group and application of the Curriculum globALE

The curriculum is initially aimed at institutions and organisations in the area of Adult Education that wish to ensure that the qualification level of their educators satisfies professional standards. As a quality-assuring reference framework, the Curriculum globALE provides an international standard that also addresses other interested specialist audiences and education policy decision-makers beyond the level of Adult Education institutions.

With regard to specific application, the curriculum and this publication are primarily aimed at individuals involved in planning and organising qualification programmes for adult educators[4].

By defining learning outcomes, the curriculum provides an orientation framework for this work with regard to the targets that are to be achieved through the qualification programmes.

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[3] The workshop was held on December 3rd and 4th in Bonn Germany, the experts taking part were: Emir Avdagic, *dvv international*, Bosnia Herzegovina; Maja Avramovska Trpevska, *dvv international,* Macedonia; Prof. John Jacques William Aitchison, University of KwaZulu-Natal, South Africa; Anita Borkar, ASPBAE, India; Dr. Kailash Choudhari, IAEA, India; Tanja Czerwinski, *dvv international*, Germany; Filip Dedeurwaerder-Haas, Landesverband der Volkshochschulen von Nordrhein-Westfalen, Germany; Dr Martha Farrell, PRIA, India; Dr. Marion Fleige, Technische Universität Chemnitz, Germany; PD Dr. Markus Höffer-Mehlmer, Johannes Gutenberg-Universität Mainz, Germany; Prof. Dr. Wolfgang Jütte, Universität Bielefeld, Germany; Susanne Lattke, DIE, Germany; Prof. Dr. Henning Pätzold, Universität Koblenz-Landau, Germany; Dr. Katarina Popovic, University of Belgrade, Serbia; Angel Marcelo Ramírez Eras, Guanchuro, Ecuador; Prof. Dr. Michael Schlemmann, Justus-Liebig-Universität Gießen, Germany; Dr. Beate Schmidt-Behlau, *dvv international*, Germany; Prof. Syed Yusuf Shah, IAEA, India; Maduh Singh, UIL, Germany; Galina Veramejchyk, *dvv international*, Belarus; Jesco Weickert, *dvv international,* Germany; Fatima Yacine, Direction de la Lutte Contre l'Analphabétisme, Morocco

[4] The "adult educators" themselves thus form the indirect target group of the curriculum. What is to be understood by the term "adult educator" in individual cases and what expectations are associated with this professional role can vary greatly in different countries and world regions (for more details refer to Part I).

Through further information on topics, content, methods and formats, the curriculum provides additional assistance with the specific planning and implementation of individual programmes. As previously mentioned, these elements can be handled in a variable manner on a regionally specific basis.

A fully developed training concept based on the curriculum is likewise an integral element of the present publication. It is to be understood as an example of a possible form of implementation. If required, it can be adopted by local planners or organisers and implemented as a textbook case on a 1:1 basis. However, due to the different infrastructure and culturally related background conditions in the individual countries and regions, it is more likely that adjustments will be made or even that own training concepts will be newly developed.

5. Structure of the present publication

The first part of this publication offers a detailed introduction to the curriculum. It presents the most important sources upon which this curriculum is built and sets out the methodological procedure for the development of the curriculum. The premier sections are dedicated to the specific details of the Curriculum globALE and explain its scope, special features, underlying principles and cross-cutting issues as well as its position within the frame of international Adult Education and development cooperation.

The later sections outline the application of the curriculum in practice. They identify direct areas and possibilities of application, identify prerequisites for working with the curriculum in practice and highlight various prospects for further areas of application for the curriculum.

The complete curriculum is laid out in the second part of the publication.

The third part provides additional material as an annex that may be useful for the practical side of working with the curriculum. It includes:

- a list of the competency profiles used, standards, training programmes, curricula, etc., that were directly incorporated when drawing up the present curriculum

- an exemplary training concept that has been drawn up in full on the basis of the present curriculum

- a selection of study literature and relevant websites for the individual modules of the curriculum and self-learning resources

6. Literature

- Council of the European Union:Council Resolution on a renewed European agenda for adult learning. In: Official Journal of the European Union C 372 of 20.12.2011

- European Commission: Communication from the Commission: Adult learning: It is never too late to learn. Brussels, 23.10.2006. COM(2006) 614 final

- European Commission: Communication from the Commission to the Council, the European Parliament, the European Economic and Social Committee and the Committee of the Regions: Action Plan on Adult learning. It is always a good time to learn. Brussel, 27.09.07. COM(2007) 558 final

- European Parliament/Council of the European Union: Recommendation of the European Parliament and of the Council of 23 April 2008 on the establishment of the European Qualifications Framework for Lifelong Learning. In: Official Journal of the European Union C 111 of 06.05.2008

- OECD: The definition and selection of key competencies. Executive summary. Online: http://www.oecd.org/dataoecd/47/61/35070367.pdf, 2005 (Last accessed: 04.08.12)

- Recommendation of the European Parliament and of the Council of 23 April 2008 on the establishment of the European Qualifications Framework for Lifelong Learning. In: Official Journal of the European Union C 111 of 06.05.2008

- UNESCO: Harnessing the power and potential of adult learning and education for a viable future. Belém Framework for Action. CONFINTEA VI. Belém, 4 December 2009

- UNESCO Institute for Lifelong Learning (UIL): Global Report on Adult Learning and Education. Hamburg 2009

1. Primary sources

The Curriculum globALE is based on three main pillars:

a) existing Train-the-Trainer programmes from the context of the project work of *dvv international*

b) existing national qualification systems and standards for adult educators

c) transnational competency standards for adult educators which have been drawn up within the framework of European projects

a) *Programmes from the project work of dvv international*

Train-the-trainer programmes that have been specially developed for different areas of application have been used for years within the framework of the project work conducted by *dvv international*. Some of these materials have a transnational, regional character, e.g. in the Asian or African context, others relate to individual countries, for example the Palestinian territories, South Africa or Uzbekistan. All of the programmes were developed with cooperation between representatives of *dvv international* and the local actors, bringing in additional expertise from the international networks of *dvv international* if necessary. A detailed overview of these individual programmes can be found in Annex 1.

b) *National qualification systems and standards*

As shown by the CONFINTEA VI reports, professionalisation programmes for (future) adult educators exist in many countries. These vary considerably with regard to their scope, topic spectrum, qualification level and degree of formalisation. They range from a degree course in education studies at a university lasting several years to one-day continuing education courses on a wide range of special topics.

Many of these programmes are isolated initiatives implemented on a project basis, e.g. training concepts that have been developed to cover a specific need for a current situation without any ambition of developing long-term programmes from this basis or striving to create a link with the formal education system.

However, in a number of countries there are also permanently running programmes and qualification systems on offer. Providers are usually higher education institutions (in the case of degree programmes) or important Adult Education bodies who offer continuing education for their own personnel, e.g. the basic qualification for course instructors offered by the German Adult Education associations. In just a few countries – e.g. Austria, Switzerland and England – qualification systems outside of universities have been established across providers at the national level for adult educators. Some of these systems include the certification of informally acquired competencies as a component. Via a recognition procedure in which existing competencies are ascertained and certified, and combined with supplementary attendance of course modules to acquire any missing competencies, adult educators are able to obtain a nationally recognised qualification in these countries.

Such established qualification systems and models together with their respective underlying competency standards served as important points of reference for the curriculum project.

The following examples were specifically drawn on:

- **SVEB certificate**. The certificate offered by the Swiss Federation for Adult Learning (SVEB) is the first step in the Swiss modular system "train the trainer" (Ausbildung der Ausbildenden). The certificate forms the basic qualification for course instructors in Adult Education which is recognised throughout Switzerland. In order to acquire the certificate, a training module comprising 90 hours of lesson time plus 165 hours of self-study must be completed as well as at least two years of professional experience with at least 150 hours of teaching in Adult Education. A procedure for assessing the equivalence of existing competencies can replace the completion of the training module.[5]

- **WBA certificate "Certified adult educator"**: The certificate constitutes the first of two qualification levels for adult educators within the framework of the Austrian Academy of Continuing Education (WBA). The WBA is part of the cooperative Austrian Adult Education system of the Austrian Federal Institute for Adult Education. The WBA prescribes standards in the form of a curriculum. In order to obtain the certificate, adult educators must prove they have the prescribed competencies and this may take various forms. Any missing competencies can be additionally acquired by attending courses. Relevant practical experience of at least 300 hours of Adult Education work is also a prerequisite in order to be awarded the certificate.[6]

- **Diploma to Teach in the Lifelong Learning Sector (DTLLS)**. In 2007, the acquisition of a relevant, accredited qualification was prescribed by law in England for teachers in the publicly funded continuing education sector. Since 2007, new entrants to Adult Education have to complete a foundation course of 30 hours in the first year of teaching. In order to obtain the full DTLLS qualification, an extensive modular training programme, which can be completed on an in-service basis in 1 to 2 years, must be completed within five years. 150 hours of teaching per year is a prerequisite and constitutes an integral element of this training programme. To become accredited, DTLLS programmes must comply with the "LLUK Professional Standards for Teachers, Tutors and Trainers in the Lifelong Learning Sector", which sets out the reference framework for the competencies to be acquired.[7]

c) Transnational competency standards from EU projects

The third pillar that provided the basis for the Curriculum globALE was a series of European studies and projects that addressed the competency profiles of adult educators over the last few years. Part of these projects dealt with the issue of determining, in a research-oriented manner, which (core) competencies should be required of adult educators. Other projects were dedicated to developing specific portfolio tools for adult educators with which already existing competencies can be recorded, needs for further competence development can be ascertained and professional continuing development can be planned in a targeted manner. Due to their transnational focus and objective of setting standards, these projects and the derived competency profiles were of particular interest for the development of the globALE curriculum.

The following European studies and models were taken into account:

- **"A good adult educator in Europe (AGADE)" (2004-2006):** The project with partners from Estonia, Ireland, Lithuania, Latvia, Norway, Portugal, Sweden and Hungary developed minimum standards for adult educators in Europe as well as a curriculum for a training course built on this basis. The standards refer to four different roles of an adult educator: Teacher, Guide, Facilitator and Trainer.[8] A total of 16 criteria were developed and grouped as either criteria which relate to the individual person or other criteria which relate to the professional field.

- **Validation of informal and non-formal psycho-pedagogical competencies of adult educators (VINEPAC) (2006-08**): The project with partners from Germany, France, Malta, Romania and Spain developed a tool for validating the psycho-pedagogic competencies of teachers (trainers) in Adult Education. Referred to as the "Validpack", the tool comprises a differentiated competency model with the clusters "knowledge", "training/management", "assessment and valorisation of learning",

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[5] http://www.alice.ch/de/ada/zertifikat/
[6] http://www.wba.or.at/studierende/kompetenzen_zertifikat.php
[7] http://collections.europarchive.org/tna/20110214161207/http:/www.lluk.org/wp-content/uploads/2010/11/new-overarching-standards-for-ttt-in-lifelong-learning-sector.pdf
[8] http://www.vabaharidus.ee/public/files/LPIA_Agade_A4.pdf

"motivation and counselling" and "personal and professional development". In a follow-up project[9] the instrument is currently being tested and further developed.

- **"Flexible professionalisation pathways for adult educators between the 6th and 7th level of EQF (Flexi-Path)"**: The project with partners from Germany, Estonia, Great Britain, Italy, Romania, Switzerland and Spain developed a competency portfolio tool for highly qualified adult educators. The instrument identifies the competencies in three areas (Learning – People – Practice) that are relevant for adult educators who take on responsibility for planning, management and leadership beyond their teaching work.[10] The instrument is based on the European Qualification Framework.

- **"Key competences of adult learning professionals (2010)"** The EU-wide study conducted by the Dutch institute *Research voor Beleid* aimed to identify key competence requirements for adult educators in Europe and to create a corresponding reference framework of "Key competences of adult learning professionals". The reference framework covers the entire professional field of Adult Education including all possible professional roles and functions. Within the project itself, no distinction was made with regard to sub-areas of Adult Education or individual professional roles. However, the reference framework provides a starting point for this.[11]

- **Qualified to teach (QF2Teach) (2009-2011)**: The project, with partners from Germany, Great Britain, Italy, the Netherlands, Poland, Romania, Sweden and Switzerland, conducted a Delphi study in the partner countries on the question of which competences teachers need to have in continuing education independent of their specific work context. From the results of the survey, a catalogue was drawn up comprising nine core competencies. These were developed in detail in the form of a qualification framework based on the European Qualification Framework.[12]

2. Procedure for developing the curriculum

The development of the Curriculum globALE was conducted in several steps[13]:

- The existing training programmes were systematically analysed with regard to their topics and content, in particular in terms of the targeted learning outcomes and competencies. The aim was to filter out the common core that was relevant in all of the countries and projects that were covered.

- On this basis, the preliminary basic topic areas of the target curriculum that would each need to be covered by a separate module were identified.

- The development of the individual modules, together with the formulation of the learning targets, competencies and content areas was then carried out in a multi-step process. The individual development steps were repeatedly compared with the aforementioned national and European reference models. In this way it was ensured that the curriculum would be able to be linked to existing international standards.

- In addition to this comparison with existing models, during the development phase the project group obtained feedback on interim drafts from individual colleagues and experts. This feedback was then taken into consideration in the further development of the curriculum. Over the course of the development process, the module layouts and drafts changed several times.

- The first draft of the full curriculum was discussed and validated at a workshop with Adult Education experts from science and practice at the end of 2012. On the basis of the discussion, the current draft was subsequently revised at the expert workshop.

- A field test with the revised draft curriculum will be carried out in some of *dvv international*'s partner countries from the beginning of 2013. The different scenarios (context, participants, delivery mode etc.) will be documented and made available for future use.

- The feedback and evaluation results from the field test will form the basis for the final revision and creation of the final version of the Curriculum globALE at the beginning of 2014.

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[9] Capitalizing on Validpack: going Europe wide: www.capival.eu
[10] http://www.flexi-path.eu/
[11] http://ec.europa.eu/education/more-information/doc/2010/keycomp.pdf
[12] http://www.qf2teach.eu/
[13] These time details represent the planning status at the end of 2012 and may be adjusted if necessary

3. Specific characteristics of the curriculum project

Although the above list contains examples of projects that are international and extend beyond national borders, this should not obscure the fact that so far the majority of projects and experiences regarding the qualification of adult educators have a national character. They are intended for a specific cultural and social context, and have been accordingly derived from such a basis. The realisation that such projects often focus on similar roles and competencies has led to a series of projects extending beyond national borders in Europe, as is the case with the projects listed above. However, at a global level, extending across all continents, no discernible attempts have been made so far to draw up common competency profiles or qualification standards and to develop common curricula on this basis. While this is partly due to the complexity of international cooperation, this is largely attributable to the varying understandings of Adult Education and the personnel working in this field.

The topic has been raised on numerous occasions in international professional circles, including at the CONFINTEA VI in Belém. In a global perspective, the professional roles of adult educators cover an extremely broad spectrum. There are very different opinions as to what tasks belong to the remit of an adult educator and what qualifications are necessary for this. In some countries, adult educators can simply be personnel whose main qualification consists in being able to read and write, combined with the ability to teach these skills to others. Only in a few cases is a special form of preparation required to carry out this teaching task. In many countries imparting information is seen as the main task of the adult educator, in other words very similar to the traditional concept of a teacher. In contrast, in other countries a clear shift in the role of the adult educator towards a guiding, supporting and facilitating function can be observed. Coach, facilitator, moderator, advisor and guide are role names for adult educators who reflect this shift. They are increasingly gaining ground next to classic terms such as (adult) trainer, (adult) teacher and adult educator. A few of these terms give greater emphasis to the imparting function and the competencies, ability and skills that are to be imparted. Others give greater emphasis to the supportive and facilitating function of the adult educator in the self-realisation and development of the learners' personalities.

The abovementioned shift in focus from the imparting to the facilitating function also has consequences for the way in which the training for adult educators is conceptually designed. For example, on the continent of South America a strong influence from Paolo Freire can be observed. With his concept of critical consciousness (*conscientização*), Freire has had a strong influence on the concept of adult educators in Latin America, whose main task is perceived as developing critical reflection (*reflexãocritica*) among the participants.

In many developing countries the term *multipliers* is frequently used. This term says far more about the organisation and structure of Adult Education than about its content and function. This concept is useful because it frees itself from being linked to specific content areas and mainly focuses on the methods of education work with adults.

Another difference lies in the providers and the institutional contexts of Adult Education. The role of the adult educator differs according to whether the work is being carried out in a formal education system, in state run organisation forms or in the *civil society* sector where non-government organisations provide the education programmes.

The present curriculum is not based on one of the aforementioned role concepts, but instead covers them as a whole in terms of their common core. In practice, a clear separation of the abovementioned roles is not always possible and a mixture of these roles is often the result. The present curriculum reflects this tendency. The common core of the different roles is found in the underlying competencies adult educators should possess, regardless of their cultural, institutional or thematic work context. The present curriculum is built on this set of basic competencies. By specifying these competencies, this necessarily implies a certain conception of the role of the adult educator, i.e. the curriculum sets a standard.

In view of the very different background conditions for Adult Education in the different countries and regions, this standard consciously refers only to the output factors – the competencies that are to be developed and are defined non-specifically in the curriculum as regards context. With regard to the input factors, i.e. specific content and examples, when implementing a training programme, the curriculum offers enough room to incorporate local, cultural and other specific details into the conceptual design. The variable parts of the curriculum help to contribute towards this.

As with Adult Education itself, the role of the adult educator depends on the context as well as on the economic aspects, social factors and developments in the education field. This therefore creates certain limits for a curriculum that aims to apply across all countries, regions and subject areas. On the other hand, an awareness of the necessity for professionalisation of Adult Education now exists to such an extent worldwide that the Belém Framework for Action, in its chapter on the quality of Adult Education, expressly calls for: "improving training, capacity-building, employment conditions and the

professionalisation of adult educators, e.g. through the establishment of partnerships with higher education institutions, teacher associations and civil society organisations".[14] It is these global tendencies as well as the already existing programmes and the commitment of various actors and organisations to increase the quality of Adult Education through professionalisation of the field which form the basis for undertaking this project of developing a global curriculum. The Curriculum globALE pursues the goal of supporting the professionalisation of Adult Education by specifying core competencies as a reference framework for the qualification of adult educators independently from their specific area of work. It is global not only in the geographic sense, but also in the sense that it encompasses trainers in vocational continuing education as well as teachers working in literacy, teachers working in state schools and pedagogically engaged activists involved in social movements.

4. Frame of Curriculum globALE

Curriculum globALE follows the Human Rights-Based Approach (HRBA) in development cooperation:
"In a HRBA, human rights determine the relationship between individuals and groups with valid claims (rights-holders) and State and non-state actors with correlative obligations (duty-bearers). It identifies rights-holders (and their entitlements) and corresponding duty-bearers (and their obligations) and works towards strengthening the capacities of rights-holders to make their claims, and of duty-bearers to meet their obligations[15]". The implication is, that instead of being a service being offered upon availability, education is a guaranteed right which must be delivered by the "duty–bearers".

Adult Education has been described as a basic right on various occasions, particularly within the framework of Education for All (EFA) and as part of the International Covenant on Economic, Social and Cultural Rights:

"13(d) Fundamental education shall be encouraged or intensified as far as possible for those persons who have not received or completed the whole period of their primary education".

Essentially, Adult Education is one of the prerequisites for the right of self-fulfilment and realisation of one's full potential. In the framework of Curriculum globALE this assumption is fused with the concept of Quality.

5. Quality of Education
In order to ensure the right to education for adult learners, three groups bear different responsibilities:

The role of State and Civil Society:
Quality in a systemic understanding encompasses all elements of the learning process and highlights the vital importance of qualified facilitators for learning processes. In order to meet its obligation to ensure the right to education, the state together with civil society needs to provide adequate systems to enable individuals to engage in Lifelong Learning. On the intermediate level, qualified staff need to be trained and granted suitable working conditions, including receiving a reasonable remuneration. Locally, Adult Learning Facilities need to be accessible and equipped to meet adult learners' needs. In short, State and Civil Society shall provide an enabling environment to foster Lifelong Learning for All.

The role of Adult Educators:
The first conclusion of the United Nations based on RBA is that "People are recognized as key actors in their own development, rather than passive recipients of commodities and services". In consequence, adult educators shall strive to empower participants to take charge of their own interests and to attain their aspirations. Using their methodological knowledge they shall enable participants to take an active role in the learning process and, depending on the respective circumstances, shall support them tackling their issues of concern.

The role of Participants:
Education is not a product to be consumed but a process to become involved in. Even if the enabling environment is provided, the act of learning is done by the learners, hence they share the responsibility

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[14] http://www.unesco.org/fileadmin/MULTIMEDIA/INSTITUTES/UIL/confintea/pdf/working_documents/Bel%C3%A9m%20Framework _Final.pdf
[15] "The Human Rights Based Approach to Development Cooperation Towards a Common Understanding Among UN Agencies" ((2004))http://www.undg.org/archive_docs/6959-
The_Human_Rights_Based_Approach_to_Development_Cooperation_Towards_a_Common_Understanding_among_UN.pdf

for a successful outcome of the learning. This encompasses attitudes, competences and behaviour towards learning and in the actual process. Participation is a two way process which will only work if the opportunity to do so is taken.

For participants this entails the right and possibility to initiate self-directed learning, like learning circles, if needed.

These three roles complement each other to enable meaningful adult learning, needs, expectations, and experiences that need to be communicated between the stakeholders to provide a living system of Lifelong Learning. Curriculum globALE strives to support adult educators to fulfil their role as well as possible.

6. Principles of Curriculum globALE – Competency-oriented – Action-oriented – Participant-oriented – aimed at Sustainability

Competency-oriented

As mentioned above, the Curriculum globALE is built on the principle of being competency oriented. In doing so, it ties in with a tendency that has long been dominant in the area of education, namely by aiming to be "output" oriented, in line with education policy steering. The debate concerning professionalisation and quality in continuing education is also being increasingly oriented towards this logic.

Competency is a complex concept. This is a common factor in all current definitions of the term competency. The OECD definition from 2005 summarises it as follows:

> "*A competency is more than just knowledge and skills. It involves the ability to meet complex demands, by drawing on and mobilising psychosocial resources (including skills and attitudes) in a particular context.*" (OECD 2005).

Accordingly, competency encompasses a number of individual elements (knowledge, skills, views, etc.) as well as the ability to bring these into relation with each other and to apply this appropriately in specific situations. Competency in this sense refers to the ability to act in certain contexts – e.g. the professional context of an adult educator.

The Curriculum globALE is aimed at such an ability to act, taking into account the aforementioned elements of competency in the curriculum.

The curriculum provides for both the development of cognitive abilities and skills as well as the ability for self-reflection, to examine one's own views and values, and to work on motivation and emotional aspects. Another key element regarded as having central importance in the curriculum is an understanding for the broader social context that significantly shapes the underlying conditions for the actions of each adult educator. This includes not only the political and legal framework conditions of a country or a region, but also the respectively prevailing concepts and views on Adult Education, including unspoken, latent views. The understanding and the prejudices that exist in a society or culture with regard to the learning and teaching of adults represent a context-related condition that contributes towards influencing the actions of adult educators. Conscious reflection on this aspect therefore forms an integral part of the competency-related basic skills of professionally working adult educators.

Action-oriented

The Curriculum globALE encompasses not only professional skills but also personal and social skills. The application of knowledge is connected with the way in which adult educators deal with the individual learners or groups of learners. It is also connected with a capacity for Lifelong Learning. The curriculum provides for a mixture of theory and practice. Scientific theoretical findings on the adult learning process form the basis and are an important prerequisite for practical application and exercises as well as their reflection and development with a view to establishing a reflective practice. With regard to the implementation of the curriculum, the linking of phases of theoretical knowledge acquisition with phases of practical exercise, trying out and application is an essential prerequisite. Only through this form of exposure will it be possible to fulfil the requirements with regard to an adult educator who is competent and acts professionally.

The ideal form of implementing the curriculum would incorporate real professional practice as an integral element. This would necessitate the division of taught sequences over a longer period of time, with

practical phases for the participants between the taught sequences, i.e. divided according to the model of Input – Practical experience – Reflection on practice:

Taught sequence (Input)	→	Practical experience	→	Taught sequence (reflection on practice)
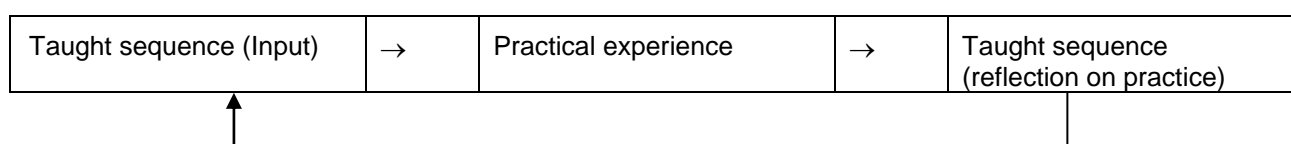
In turn, a subsequent input phase could then build on the results of the reflection on practice, creating a type of circular improvement process, as indicated by the arrows in the diagram.

In-between the modules, the participants are expected to apply their newly acquired insights in designing and implementing adult learning sessions (see B.9). They should be supported by mentoring and encouraged to jointly reflect on their practice of teaching.

Participant-orientated

Participant orientation is a central principle of Adult Education on which the Curriculum globALE is also based. The curriculum allows for plenty of freedom in the actual form of implementation. This can be used to adapt the content and methods to the conditions and needs of the participants. This already applies for the modules of the core curriculum. Even greater scope for flexibility and individual adjustment is offered by the variable parts of the curriculum, which can be freely designed according to the local, target-specific needs.

Participant orientation also encompasses further aspects: relevance and relation to reality of the learning content and methods for the participants, consideration of their experience and existing knowledge as well as a relationship between the teachers and participants based on equality and mutual respect.

During the implementation stage, these principles require, among other things, constructive and motivating communication, flexible organisation of the course and a variety of methods that can take into account the different needs and requirements.

Sustainability of learning

Adult education and learning should enhance participants' ability to learn effectively, so that learning results last long and form the basis for future learning. Therefore Adult Education has the task to not just teach the content, but also aid the learners to develop metacognition (an ability to reflect on one's own learning process) and to introduce them to the tools and techniques needed to assist their process of self-organised learning. An important task is to increase the motivation to learn continuously, combined with the skills of identifying, reflecting on and improving their own learning process. It is also a precondition for the ability of successfully applying knowledge and competencies in different settings and to combine them with new knowledge and competencies.

Learning to learn skills and learning to learn effectively are necessary in order to make an adult learner a lifelong learner.

7. Cross-cutting issues

There are several topics and principles that might be the subjects of elective modules, but since they are globally valid, as pointed out in many international documents, including the Belem Framework for Action, they should be considered as cross-cutting issues (for example as part of the social role of the adult educator, as part of the learning material, as the topic for group discussion or some other methods, etc.). These topics/principles are:

- **Gender sensitive approach** in Adult Education and learning, which should enable participants to introduce gender equality and key elements of managing diversity into their educational practice. Training should increase gender awareness, cultural sensitivity and openness for diversity and the ability to work in a gender-sensitive manner. Participation, inclusion and equity, empowerment of women and other vulnerable groups – these things are at the core of the profile for an adult educator.

- **Sustainable development and climate change** are treated in the context of human rights, especially of the rights of future generations and responsibility towards them and towards the environment. As the Asia South Pacific Association for Basic and Adult Education (ASPBAE)

points out, "Education for sustainable development is a larger framework of education which seeks to integrate values, principles and practices of development which address the social, economic, cultural, and environmental problems people face in the 21st century[16]."

- As stated in the Belem Framework for Action, Adult Education and learning should contribute to **sustainable development, peace and democracy**. Therefore the implementation of the curriculum is based on emancipatory, humanistic and democratic values, developing the ability of participants to work in a democratic, open-minded, interculturally open and sensitive manner. The vision of a 'world in which violent conflict is replaced by dialogue and a culture of peace based on justice' – as described in the Hamburg Declaration on Adult Learning/CONFINTEA V[17] – demands the creation of such an atmosphere during their training and the ability to inspire participants to work in a similar way in their own Adult Education practice.

8. Common core and variable elements

A global curriculum for *Adult Learning and Education* that can be used worldwide, across all borders, may appear to be an impossible task given the enormously varying social and cultural contexts. However, the initiators of this curriculum believe that the role of the adult educator as conceived in the Curriculum globALE is based on a core of values and principles that are of relevance around the world. From the perspective of the Curriculum globALE, the factors that adult educators worldwide have in common are:

- the task of supporting adult learning processes;

- the task of promoting the emancipation and self-determination of adult learners;

- recognising adult learners as persons "of age", i.e. mature and responsible persons who decisively (co-) determine their learning process.

For the Curriculum globALE these principles form an indispensable basic foundation. Furthermore, the curriculum offers sufficient scope for variability, allowing for different needs to be met in individual cases. The existing diversity of cultures and customs as well as the social, political and economic framework conditions are recognised in the concept of the Curriculum globALE and are appropriately taken into account. This is partly thanks to the scope of design freedom *within* the five core modules and in particular the variable part of the curriculum, which is to be entirely freely designed and accounts for 30 percent of the total curriculum (see following section).

The variability and design freedom can refer to very different aspects:

- Regional-geographic aspects, enabling locally specific needs to be expressed. What makes a local environment special – be it a specific custom, pressing topics for the local community or special concepts that are more important in individual regions, countries, continents than in others – all of this can be taken into account.

- Target group-specific aspects (target group here refers to the adults with which the course participants work within their function as adult educators, either currently or at a later point in time): Depending on which prerequisites and characteristics (gender, age, education, professional experience, ethnicity, handicaps, etc.) are exhibited by the relevant, locally-specific target groups or which specific interests and goals are being pursued through their participation in an educational programme (literacy, empowerment, etc.), to this end key areas can be created in a targeted manner in the variable part of the curriculum.

- Topic area and subject-specific aspects: these offer a broad spectrum of possible ways to elaborate the curriculum in concrete terms – from setting key focus areas in, e.g., basic education or in different branches of vocational education through to classic seminars within the tradition of *liberal education*. If required, this can also be combined with occupation-specific knowledge components and subject-didactic elements (e.g. linguistic didactics, literacy or similar).

- Management tasks in Adult Education: the core component of the curriculum globALE focuses on the teaching work that takes place in direct contact with the learners. Organisational, planning and coordinating tasks are only covered to the extent that they are directly necessary for preparing and carrying out such teaching work. It would be conceivable to use the variable part of the curriculum to cover a broader spectrum of adult educator tasks by placing a focus on planning, organisation and management-related tasks that relate to the institution or programme level.

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[16] http://www.aspbae.org/node/46
[17] http://www.unesco.org/education/uie/confintea/declaeng.htm

- Situation-specific aspects: further possibilities can result from specific situations – a certain project which requires a specific adult educator profile; a crisis situation, for example in political crisis areas, in which people are needed who are able to carry out education intervention programmes in a targeted manner.

- Regulation-specific aspects: in some cases qualification standards for adult educators may be prescribed, whether it be through national legislation or through regulations at the education provider level. The variable part of the curriculum can be used to make an adjustment to these existing qualification standards.

The 30 percent, which is ascribed for the variable part of the curriculum, represents a guideline percentage. This, too, can be adjusted to meet the country-specific conditions. For instance, an existing standard may render it expedient to add a greater number of additional variable parts. In other cases it is conceivable that pre-existing experience and competencies of the participants can be taken into account and credited towards the overall curriculum. In such cases, the percentage of structured teaching and learning units that are to be completed in the variable part of the curriculum could be reduced accordingly.

Under no circumstances should the combining of the core curriculum with the variable parts be carried out in a purely mechanical way. Instead, both parts should relate to each other. The variable parts can serve to advance or expand on the competencies acquired in the core part of the curriculum. They can also be specifically devoted to applying and reflecting on the content addressed in the core part of the curriculum. The variable parts could focus on analysing case examples or deal with specialised methods and special aspects of application. This results in a wide range of possibilities for adjusting the Curriculum globALE to its specific context of application, be it the country, region, target group, situation or area, in short: to set up tailor-made trainings for different audiences. Above all, the recommended idea, that the participants carry out their own teaching practice as well as the individual study parts, is a good opportunity for accommodating the geographic-cultural diversity, the many different needs and the varied nature of Adult Education overall.

9. Overview of the Curriculum globALE

The whole curriculum is allocated 25 ECTS credit points[18] corresponding to a workload of approx. 660 hours for the participants. These 660 hours are distributed over a range of a) thematic units and b) different types of learning formats.

In terms of **thematic units** the curriculum globALE encompasses:

- one optional introductory module,
- five thematic core modules,
- 1-3 (depending on size) elective modules.

Concerning **learning formats,** the Curriculum globALE encompasses:

- taught sequences within each module,
- individual self-study of the participants within each module,
- accompanied practical work – the participants apply and reflect on what they have learned in real work settings; mentoring and guidance is provided by the trainers.

Looking at the **thematic units**, the ratio between the five core modules on the one hand and the elective modules on the other hand is 70:30, meaning: About 462 hours of the participants' learning time is spent on content relating to the five thematic core modules, while about 198 hours are dedicated to individually chosen topics and subjects relating to the elective modules (see graph below).

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[18] According to the "European Credit Transfer and Accumulation System", this equates to 12-15 ECTS points (1 ECTS point equates to a 25- to 30-hour "workload" for learners)
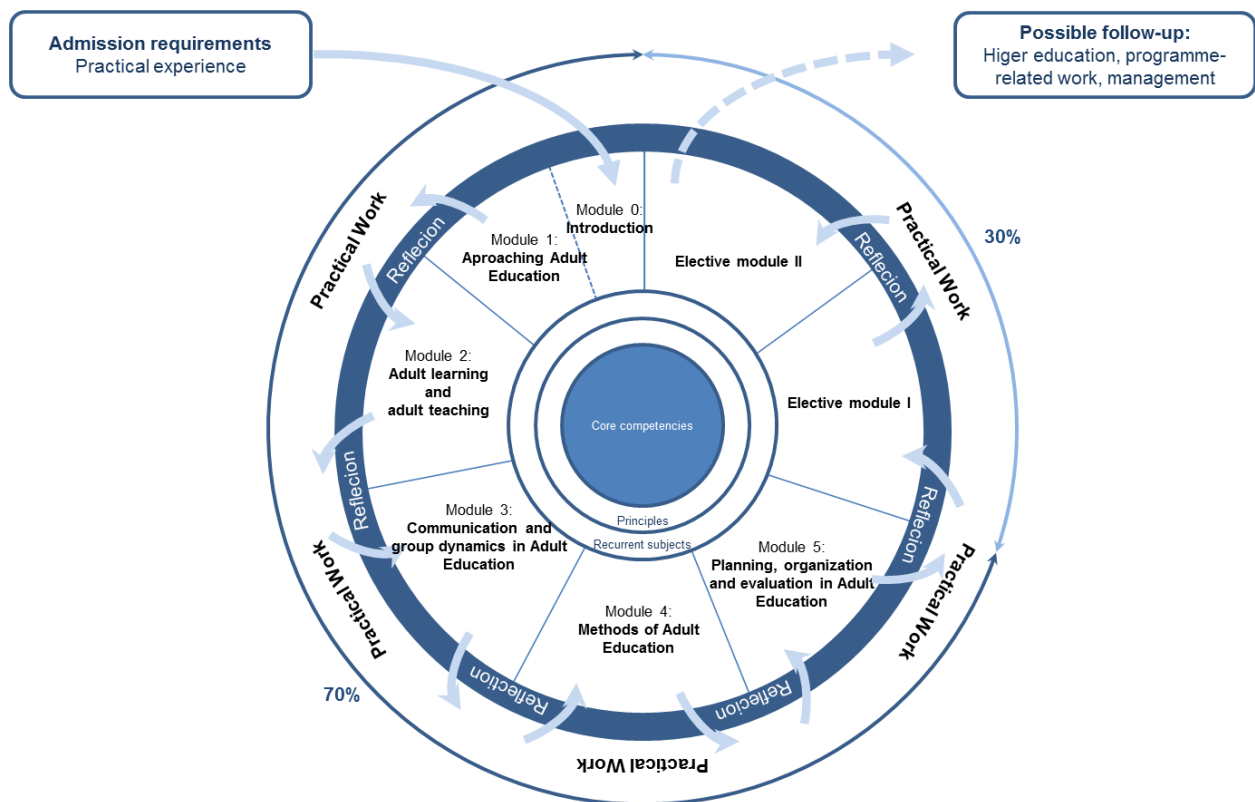
Looking at the **learning formats**, the ratio between taught sequences and individual self-study of the participants on the one hand and accompanied practical work on the other hand is 60:40, meaning: About 396 hours are spent by the participants on taking part in classroom sessions and individual reading and exercises, while about 264 hours are spent by the participants on applying the learning in real work settings and reflecting on it, with the support of the trainer who is providing guidance and mentoring during this process.

As can be seen from this distribution, **accompanied practical work** has an enormous importance within the curriculum globALE. The accompanied practical work may, for example, take the following forms:

- Training experience is used to apply theory in real-life and to further develop and sharpen competencies.
- Reflection in "communities of practice", mutual observations, job-shadowing and feedback on trainings provide the necessary outside view to recognize strength and weaknesses of one's own training style.
- Mentoring and guidance by the trainers providing Curriculum globALE helps to tackle challenges in the *praxis* of Adult Education and to benefit from the knowledge of experienced colleagues.
- Preparing, planning and reviewing training sessions is a necessary prerequisite for professional performance of trainers and for ongoing improvement of educational quality.

The **distribution** of the accompanied **practical work** among the **different thematic modules** is not ultimately fixed. Within certain rules, participants may choose their own priorities here. The only limiting rules are the following:

- 200 hours of accompanied practical work should be carried out in the context of the five core modules, and 50 hours in the context of the elective modules.

- For each module a maximum of 3 ECTS (= 75-90 hours) of practical accompanied work can be accredited toward the globALE curriculum. This rule is to ensure that a sufficiently broad thematic range is covered by the practical work and to prevent that the whole amount of work is dedicated to one single topic.

In addition, there is a possibility for participants with previous work experience as an adult educator to have 1 ECTS (25-30 hours) of this experience accredited towards the overall requirement of 264 hours of practical work.

For an overview of the distribution of hours and credit points among the different thematic units and learning formats see the table below.

Detailed timeframe:

Name of Module	Main content (headers)	Workload	ECTS
Preliminary training experience		25 hours	(1)[19]
Module 0: Introduction	• Information on Curriculum globALE • Information on the training • Information on training provider • Information on and expectations of participants • globALE expectations towards the participants • Building relationships	Not specified	No credit points assigned
Module 1: Approaching Adult Education	• Understanding variety and diversity of Adult Education • Adult education in the national and global context • Adult education as a profession and the role of an adult educator in the sense of the Curriculum globALE	32 instruction hours (≈4 days) 32 hours of individual study	2
	Practical application and exercises		(up to 3)[19]
Module 2: Adult learning and adult teaching	• Learning theories and reasons: • Didactic activity in Adult Education • Knowledge forms • Adult learning • Education motivation	24 instruction hours (≈3 days) 36 hours of individual study	2
	Practical application and exercises		(up to 3)[19]
Module 3: Communication and group dynamics in Adult Education	• Communication in Adult Education • Group dynamics in Adult Education	32 instruction hours (=4 days) 32 hours of individual study	2
	Practical application and exercises		(up to 3)[19]
Module 4: Methods of Adult Education	• Integrating methods in instruction • Overview of methods	25 instruction hours (≈3 days) Participants prepare, teach and reflect on at least 3 lessons of their own	1
	Practical application and exercises 100 hours		4
Module 5: Planning, organisation and evaluation in Adult Education	• Phases of the professional cycle of activity of an adult educator • Needs assessment • Planning • Organisation • Evaluation • Ensuring quality	32 instruction hours (=4 days) 45 hours of individual study	3
	Practical application and exercises		(up to 3)[19]
Final Assessment (training concept and practical application)			-
Mandatory modules		145 instruction hours 145 hours of individual study 290 hours in total	10 ECTS
		200 hours practical application	8 ECTS
Elective module(s)	• Regional-geographic • Target group-specific • Subject-specific • Situation-specific • Regulation-specific	120 instructional hours or hours of self-study	5 ECTS
		50 hours of practical application	2 ECTS
Total:		**660 hours**	**25 ECTS**

(right margin, vertical text: 1 – max 2 years)

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[19] In the course of completing Curriculum globALE participants shall complete at least 200 hours of practical application. Up to 25 hours can be deducted if participants have previous training experience. The remaining 75 hours of practical experience can be distributed as participants and trainers seem fit.

The modules are to be viewed as independent units. Nevertheless, there are many thematic links and connecting factors that should be picked up on and taken into account when implementing the curriculum.

This applies in particular to the relationship between the modules "Adult teaching and adult learning" and "Methods of Adult Education". The methods module builds on the module "Adult teaching and adult learning" which aims to impart an understanding of the basic didactic principles. While the focus in this "Adult teaching and adult learning" module is on the theoretical principles which are to be illustrated and reflected on using specific individual examples (methods), this applies vice-versa in the module "Methods of Adult Education": the module serves to establish a broad repertoire of methods for different practical objectives within the didactic actions of the teacher. This does not mean that the module should be entirely restricted to presenting and trying out methods. On the contrary, reflecting on the examined methods and linking them back to the acquired theoretical principles is expressly required. The modules "Adult teaching and adult learning" and "Methods of Adult Education" thus do not in any way represent a strict separation of theory and practice in two separate units, but instead create different focus areas within a theory-practice relationship that is always to be viewed as a unit.

In order to ensure that the necessary skills have been acquired, the participants shall demonstrate:

a)   The ability to design a course of their choosing in accordance with their participants' needs and requirements;

b)   Their ability to facilitate a learning session in accordance with the principles of group dynamics, psychology of adult learning, etc.

Both abilities can be ascertained by the trainers in charge of implementing Curriculum globALE by reviewing the planning documents/training plan and observing a training session delivered by the participant.

10. Prerequisites and procedures for the implementation of the Curriculum globALE

Participants
No eligibility requirements are stipulated for the participants. However, as the curriculum places a strong emphasis on applying and reflecting on practical work, the participants need to apply their acquired competencies in real situations. Ideally, the participants should already be working in a teaching capacity in Adult Education when they begin their qualification programme. In all cases it is necessary that they have the opportunity to begin such work during the qualification programme.

It is planned, during the testing phase of Curriculum globALE, to integrate the recognition of prior learning into the course design. The experiences of VINEPAC (see B.1 and annex 1) will be used as a starting point for further development.

Trainers
The requirements placed on the individuals who apply the curriculum in a planning and teaching capacity (the instructors, trainers, etc.), are not formally defined. However, an extensive amount of knowledge of Adult Education and personal experience with work in Adult Education is essential as a minimum requirement. In regards to single elements, specialists from the respective field (e.g. psychology or languages) without particular experience in Adult Education may be considered but should be included in a team with experienced trainers so as to ensure a quality programme.

Training Providers
Institutions implementing Curriculum globALE must possess the necessary professional profile (in terms of knowledge, connection to the trainers and their participants, as well as infrastructure) to provide a quality learning environment for the graduates of Curriculum globALE. Since one organisation alone will often not be able to offer all the elements covered by the curriculum, joint approaches will not only improve the training but also foster networking and knowledge exchange in Adult Education.

A conscious decision has been taken not to quantify this scope in further detail here in order to prevent the implementation of the curriculum from failing due to formal requirements, which in some parts of the world would be virtually impossible to fulfil due to the lack of necessary structures.

Procedure – how to implement
When Curriculum globALE is introduced, it should be adjusted to the specific institutional and professional context to support the development of the concerned system of Adult Education. That entails that Curriculum globALE can never exist as a "stand-alone" solution but needs to be embedded in the existing context.

As experiences with the practical implementation are limited so far, in general it is recommended to:

- Link the local Curriculum to training schemes that already exist.
- Involve all possible stakeholders.
- Align curriculum globALE with national policy and local demands.
- Cooperate regionally.

Before adjusting Curriculum globALE to the local context, it is suggested to identify the courses and concepts that already exist; these should come with the important stakeholders attached. These are usually:

Government: Ministry of Education, Ministry of Labour and/or Economy, Ministry of Social Affairs, Ministry of Planning

International institutions: UNESCO, Sector Coordination Group on Education, Global Campaign for Education, concerned international NGOs and implementers (lists are available at devdir.org)

Educational bodies: Universities, Vocational Schools, Teacher Training Centres, Adult Education Centres and their respective umbrella organisations, Trainers' associations

Organisations with possible overlap: Chambers, NGOs e.g. working in Rural Development

The yield of this mapping will vary significantly depending on local traditions, priorities, and needs. Based on this assessment, a working group should be formed to ensure alignment with the policies of the government and the donors, with links to actors providing similar programmes, and access to experts and resources in order to plan and implement Curriculum globALE should also be established. The development of the training concept should be discussed with the working group members and implemented using as many shared resources as possible.

Before implementation, meeting the different needs of stakeholders, available infrastructure and resources has to be carefully considered. In some regions, regional cooperation can reduce costs by shared development of training materials and the use of ICT.

11. The structure of the curriculum

As the curriculum is structured in a competency-oriented manner, the listed organisational framework data on the duration and scope of the individual modules represent recommendations that are based on experience gained from practice. A shorter duration is possible if the participants already have a certain level of basic knowledge. For organising the implementation of the curriculum into lesson units in terms of time, a number of very different models are possible in principal, ranging from a full-time intensive course to splitting up the programme into short lesson units over a longer period of time. Great value should be attached to organically linking the lesson units with the phases and activities of the participants' individual study. An ideal scenario would be a model in which "self-learning phases", e.g. for trying out and reflecting on what has been learned, are incorporated between two teaching phases. For the modules dedicated to teaching and learning and to methods, this would ideally require the participants to be already working in teaching. Lesson phases could prepare the self-learning phases and support the professional application of what has been learned through targeted work and reflection assignments. In this way, theory and practice could be optimally linked together.

As concerns the order of modules: it is recommended to start with modules 1 and 2 since they provide basic theoretical knowledge and understanding of adult learning and education. The order of modules 3-5 may be handled in a more flexible way.

The physical requirements with regard to the rooms in which the lesson phases are to be carried out are based on the principles of adult learning. Adults require specially adapted rooms. This by no means implies that the rooms must be especially large, comfortable or fitted out with high quality furnishings. What is important is that they are not just classic classrooms designed for teachers to lecture from the front of the classroom with learners seated behind traditional desks for schoolchildren. Adults should feel at ease in the classrooms and have enough space for working in small groups and for exercises. In terms of didactic aids, the teachers should have appropriate media and technical tools at their disposal, without this being bindingly specified in detail here. The aim is to have a minimum level of facilities, which in addition to a blackboard, should also comprise of a white board, flip chart, pin-boards and a facilitator's toolbox. As far as possible, a computer with a video projector should be provided, especially in view of the generally accepted requirements for ICT *literacy.*

12. Quality assurance and monitoring

Monitoring and support

For the testing phase, DIE and *dvv international* will be supporting the implementing offices of *dvv international* by providing guidance in setting up the training program, researching and developing training materials, finding suitable facilitators and trainers as well as ongoing advice if any problems are encountered during implementation.

By supporting partners closely, firsthand experience will be gathered in regards to suitability of content and structure of Curriculum globALE. Furthermore it will enable the team to get deeper insight of the finer arts of implementing the curriculum in practice, thus being able to gather lessons learned for future application.

Together with the documentation of the implementation scenarios, the close support will not only contribute to a high quality of the programs but also ensure that chances, obstacles, and developments, along with the formal grid of indicators, can be fed into the process of improving Curriculum globALE.

Quality indicators for the curriculum and monitoring system

The starting point for the assessment of Curriculum globALE is, as stated above, the Right to Education, which will be utilised as a reference framework for the criteria in order to evaluate the development assistance of the Development Assistance Committee of the OECD[20]: Because the Curriculum is in its first testing phase, the guiding questions are rather general, in order to grasp as much of the diversity of issues as possible in regards to Curriculum globALE.

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[20] http://www.oecd.org/dac/evaluationofdevelopmentprogrammes/49756382.pdf

Criteria	Guiding question	Addressees:	Monitoring criteria	Source	Comments
Relevance	How far does Curriculum globALE contribute to meeting the societal needs of the respective country or region?	Participants, trainers and partners involved in implementing Curriculum globALE	In how far was the professional level of trainers a concern in the respective country? Has the implementation of Curriculum globALE met the priorities of partner organisations? Was exchange on capacity building of interest for partners?	Group and individual interviews, questionnaires	Relevance at societal level is largely determined by the suitability of the 30% of elected modules and the general focus of the partners.
Effectiveness	How far have the aims: - To enhance professionalisation of adult educators by providing a common reference framework - To support Adult Education providers in the design and implementation of train-the-trainer programmes - To foster knowledge exchange and mutual understanding between adult educators worldwide been met?	Participants, trainers and partners involved in implementing Curriculum globALE	How far and in which areas has the training ability of the participants been improved due to the training? Did the participants acquire the competencies they were supposed to? How have design and implementation of the training programme benefitted from Curriculum globALE? How far did Curriculum globALE contribute to knowledge exchange?	Group and individual interviews, questionnaires (ideally baseline data of participants)	Effectiveness is strongly shaped by the quality of the actual training program in terms of trainers and concept.
Efficiency	By which measures could the training needs of the participating trainers be met at a lower cost? What other more efficient ways could have been utilised in supporting partners to develop ToT-programmes? Which way could knowledge exchange between adult educators be achieved more cheaply?	Participants, trainers and partners involved in implementing Curriculum globALE	What were the difficulties in implementing Curriculum globALE in practice? Identification of alternative activities with cost estimates for meeting trainers' needs, developing training schemes, and fostering knowledge exchange.	Brainstorming with stakeholders	Efficiency of the way a training concept is being developed is hard to distinguish from the efficiency of the way it is being delivered.
Impact	Did the tertiary target group benefit from the training in terms of participation and/or improved living-conditions?	Participants at participants' trainings	Was the learning content appropriate and delivered in a professional manner? Was participation encouraged?	Questionnaires	Attribution gap hard to bridge as training content, circumstance and delivery mode far outweigh the quality of Curriculum globALE.
Sustainability	How is Curriculum globALE still used by partners after funding ends? Are connections established between adult educators still being utilized one year after the project?	Trainers and partners involved in implementing Curriculum globALE	Same as guiding question	Follow up interviews	

Also unintended or reverse effects should be breached (e.g. planning the ToT might have become more difficult by applying Curriculum globALE). The content of Curriculum globALE and the respective delivery mode will also be reviewed with the participants in order to get as much data as possible for the final draft.

13. Outlook

Recognition of prior learning (RPL)
Recognition of prior learning provides another means for tailoring Curriculum globALE-based training provisions to individual needs: Participants who already possess part of the competences covered by globALE may, through RPL, be exempted from certain parts of the training. Using RPL requires appropriate tools and procedures which ensure that competences of the participants may be identified and documented in a fair and transparent way. For the field of ALE there are already RPL tools available, e.g. the "Validpack" and the Flexi-Path portfolio instruments earlier referred to in this introduction (see page 11 ff) During the piloting phase, there will also be an exploration of how these instruments can be utilized within Curriculum globALE.

Certification:
The aim is to introduce a standardised certificate for courses and programmes that are based on the Curriculum globALE of *dvv international* and DIE. This certificate would require evidence that the participants have acquired the competencies as defined in the Curriculum globALE. The procedure for this evidence has yet to be specified.

Expansions of the Curriculum globALE in the direction of additional qualification modules and levels are also to be investigated. Conceivable possibilities include the development of individual modules which would serve to advance individual special aspects as well as following on with a consecutive qualification level for programme planers and managers in Adult Education.

Purpose

The purpose of this introductory module is to make the participants familiar with Curriculum globALE and to lay a solid foundation for their successful completion of the training pathway ahead. This involves several dimensions:

- First, the participants are provided with all relevant information concerning the curriculum, including both the general aims and philosophy of the curriculum and practical details concerning the completion of the training pathway.

- Second, the participants in their turn are invited to share information on their individual (professional) background and on their own needs and expectations towards the training with the provider of the training so as to enable an appropriate tailoring of the training pathway.

- Third, this introductory module is to provide the training participants and facilitators the possibility to get in touch with each other, to exchange information and to build up a personal relationship in order to enable the creation of a constructive learning environment.

Format

Ideally, this introductory module will take place as a face-to-face meeting, lasting at least one full day, of the training participants and facilitators. Alternatively it is possible to use print and/or online materials for providing the necessary information on the curriculum, and to use email and/or an online-forum for a joint exchange and discussions between participants and trainers/facilitators. However, considering that the purpose of this module is about building personal relationships as much as about providing information, it is strongly recommended to enable, where ever possible, a physical meeting of all actors involved at the beginning of the training, before engaging in the following thematic modules. In either case, it is of crucial importance that the communication in this module is multidirectional and that, besides the sharing of factual information, both the trainers/facilitators and the participants have the possibility to articulate their expectations and demands towards the trainings.

Content

The content to be covered by this introductory module includes the following:

Information on Curriculum globALE
- Background information on Curriculum globALE, its philosophy and principles

- Aim of the curriculum

- Learning objectives and competencies to be acquired

- General introduction to the individual modules

Information on the training
- Structure of the training

- Training formats

- Learning activities and methods foreseen

- Communication modes and channels

- Time schedule

- Venues for attendance phases

-

Information on training provider

- Personal information on the trainers/facilitators: professional background and experience in ALE

- Contact details of trainers/facilitators

- Contact details of administrative and support staff

Information on and expectations of participants

- Personal information on the participants: professional background and previous experience in ALE

- Needs and expectations of participants

globALE expectations towards the participants

- Requirement for active learning commitment

- Requirement for reflection and practical application of learning content

Building relationships

- Getting to know each other

- Exchange of contact details for further communication among participants and trainers/facilitators

Follow-up: taking up expectations

The information generated in this introductory module on the participants' expectations and backgrounds should be used as a basis for tailoring the following training pathway to the individual context. This tailoring is likely to take place in two main respects:

- The selection of subject matter for the five thematic core modules may be adapted to the background of participants, e.g. by choosing examples particularly from the fields in which the participants are active (e.g. literacy training, democracy education, community empowerment, vocational skills training etc.)

- The expectations articulated by the participants may be used for defining the subjects of the elective module(s). These modules may be conceptualised in a rather free way as long as some basic quality criteria are met. Therefore the elective modules can and should be used as much as possible – within the limits of the resources available – to provide tailor-made training provision to individual needs.

A third way of adapting the training may be envisaged in principle: Participants who already possess a significant part of the competencies to be acquired through Curriculum globALE may be exempted from the respective parts of the training. However, this requires the use of appropriate RPL procedures. Since such RPL mechanisms are not yet widely established, this may at present be a realistic option only in few cases. This may however change in a mid-term perspective, since some RPL tools for adult educators are already available and may be adapted for the purpose of Curriculum globALE (see above: Outlook).

Module 1: Approaching Adult Education

Competency[21]

Individuals who have completed Curriculum globALE know and understand the functions and particularities of the field of Adult Education and its importance in their own social context, also as compared to other possible contexts and in the light of a wider international framework. They are able to position their own professional role within this context.

Individuals who have completed the Curriculum globALE

- are aware that the practice of Adult Education is shaped by different views of humanity and different understandings of education, leading them to acquire a basic understanding of adult learning and its ethics:
- understand the diversity of the Adult Education field and its cultural situatedness; are familiar with the different forms of Adult Education in their country and know the meanings and connotations of key terms commonly used to refer to different forms of Adult Education;
- have a basic understanding of international developments which are relevant to their own context of Adult Education;
- are able to position their own Adult Education context within the existing diversity of Adult Education;
- are able to position their own role as an adult educator within this context;
- are familiar with the important provisions of the legal framework conditions that are relevant to Adult Education in their country, their region and at the international level;
- are able to distinguish between, categorise and explain the complex forms of funding in Adult Education;
- are familiar with the essential features of the current politics relevant to Adult Education;
- know about the most important actors that are relevant for Adult Education in their region, their country, and, if relevant, at the international level;
- are able to critically reflect on the functions and interests of individual actors that are associated with Adult Education, as well as on existing power relations.

Linkages to the other modules

The central purpose of this module is to develop a critical understanding of the overall concept of adult learning and education as well as of key notions and aspects relating to Adult Education. In this sense the module provides a basis for and has linkages to all the other modules. The cultural situatedness which is a key notion in this module needs to be reflected in the other modules as well, e.g. when learning about and testing certain methods for teaching (module 3) or evaluation (module 5) or when dealing with different learning theories (module 2) or perceptions of communication and group dynamics (module 4). Also, the issue of motivation and participation in adult learning (module 2) is closely linked to the way Adult Education is set up in a particular context.

The role of an adult educator, his/her professional attitude and values which are introduced as a topic in this module will definitely need to be taken up again when dealing with principles of learning and of didactic activity (module 2). Cross-referencing between these two modules is therefore strongly encouraged.

Topics

Understanding variety and diversity of Adult Education
- Principles of pedagogy/andragogy:
    - Basic anthropological assumptions, conception of man, education, socialisation
    - Education theories, concept of education, adult learning
    - Ethics of Adult Education

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[21]The description of the competency of this module does not refer to an ability to act in the narrower sense but to a basic set of knowledge and attitudes in order to responsibly carry out the competencies described in the next modules.

- Understanding of the field: What does "Adult Education" mean and what does it encompass?
  - Delimitation from other areas of education.
  - Adult education and Lifelong Learning
  - Theoretical concepts and current definitions of Adult Education
  - Understanding of key concepts (e.g. formal, non-formal, informal learning, etc.)
  - Different practice fields: e.g. vocational training, community education
- The role of the socio-historical context
  - cultural situatedness of adult learning and education
- Functions and benefits of Adult Education
  - Why Adult Education?
  - Interests with regard to Adult Education
    - Learners
    - Society
    - Economy
    - State structures (municipal, regional, national level)
    - Education sector
  - Benefits of Adult Education
    - personal
    - social
    - economic
    - global
  - Gender-specific aspects of Adult Education
- Role of encouraging participation in Adult Education
- Limits and possibilities of Adult Education
- Power relations existing in the field of Adult Education
- Adult Education as an academic discipline

Adult Education in the national and global context
- National and international developments in Adult Education
- Main features of Adult Education policy
- National challenges: in what overarching context does Adult Education take place
- Main actors in the field
  - Local
  - National
  - International
  - Adult Education market – provider landscape and the demand side
  - Target groups
- National framework conditions
  - Statutory regulations
  - Financing of Adult Education
  - Statistical framework data (participation in continuing education, etc.)

Adult Education as a profession and the role of an adult educator in the sense of the Curriculum globALE
- Special features of Adult Education as a profession
- Career paths in Adult Education – entry and development opportunities
- Rights and obligations as an adult educator– legal framework conditions
- Reflections on own role
  - Biographic perspective: Why do I want work in Adult Education?
  - Ethical perspective, attitude, responsibility (impact of own actions)
- Personal competency: principles of time management and self-management, self-marketing
- Scientifically oriented work: interpretation of study results, statistics, etc.

Suggested literature (selection)

- Freire, Paulo. Pedagogy of the Oppressed. New York, 2007
- Elias, John L.; Merriam, Sharran B.: Philosophical Foundations of Adult Education, Malabar, 1995
- World Education Forum, Dakar, Senegal. 2000. The Dakar Framework for Action. Education for All: Meeting our Collective Commitments. Paris, UNESCO.

Notes on implementation

Since Adult Education is profoundly shaped by the societal context in which it is embedded, this module needs to be contextualised to an even greater extent than the other modules. It is highly recommended to take the previous experience of the participants as a starting point and focus the content of the module around the specific Adult Education reality in their country/region. The topics and questions listed above provide a framework of issues which could and should be reflected in this module. It is however not imperative nor recommended to take each of the topics one by one. Rather, the trainers and participants are encouraged to select those topics which are of the highest relevance to them and treat these in greater depth. In order to become aware of the particularities of one particular context (i.e. one's own context), it is necessary to have a possibility for comparison and to see other contexts and alternative concepts as well. Therefore, while the contextualisation is an important feature in this module and should provide the overall basis, it is nevertheless recommended to open up a wider perspective from time to time and draw comparisons, where appropriate, between the participant's specific Adult Education reality and other Adult Education realities. For example, Adult Education is supposed to serve very different purposes according to viewpoint. The focus may be for example on developing labour-market relevant vocational skills, or on promoting mutual understanding and social cohesion, or on empowering individuals and communities to take their destinies into their hand, and other things. If the experience of the participants is very much shaped by one particular purpose, this module should enable them to also become aware of other purposes which may be commonly associated with Adult Education.

The order in which the topics of this module are listed should not be seen as prescriptive with regard to the implementation. Methodologically it might prove useful to start with the notion and role of an "adult educator" and link this to the biographical perspective of the participants, before exploring in more depth the particularities of the field. Achieving a balance with abstract analytical knowledge and the individual perspective should be a key component throughout this module. It is therefore strongly encouraged to draw on the personal experience of the participants as much as possible.

Practical application and reflection

A central element in this module is how to initially introduce the basis and principles of Adult Education, both thematically and also in relation to the participants' experience. Since part of this element is constituted by background knowledge, suitable tools include presentation methods, self-study and group work. Project visits can represent a useful addition, in particular if the aim is to strengthen the connection to an institution. A special challenge is linking the structural elements or scientific findings with the personal situation of the respective participants and their own role as adult educator in a particular Adult Education context. Such relationships can be generated through small group work or creative methods as well as through individual reflection tasks. Reflecting on one's own particular working context as an adult educator against a background of some broader and general knowledge about Adult Education should be a core element of this module.

Recommended scope:

- 32 instruction hours (≈4 days)
- 32 hours of individual study
- Project visits, if appropriate

Competency:

Individuals who have completed the Curriculum globALE have knowledge of learning theory and are able to link this with their own didactic activity. They are familiar with the motivational, psychological and social particularities of adult learning and take these into account in the planning and implementation of their teaching.

Individuals who have completed the Curriculum globALE

- are familiar with the key characteristics of adult learning as opposed to learning in schools;
- are able to recognise the individual reasons for beginning learning processes and are able to increase learning motivation;
- are able to identify learning barriers and – as far as is realistically possible – reduce them;
- are familiar with the relevant psychological models and their implications for the learning process;
- are able to use these various dimensions in their work with adults in both planning and direct interaction to achieve sustainable learning success.

Linkages to the other modules

This module has the focus on learning theories and gives an insight into the learning process itself. Therefore it is very much related to the Adult Education theories, perception and functioning of Adult Education, and learning in context (module 1). At the same time, it is an important basis for the application of different methods in adult teaching (module 4) and communication with different types of participants (module 3). Didactic principles, especially, are related to the use of methods (module 4), but they are also related to the professional attitude of adult educators and their role (module 2 and module 5).

Topics

Learning theories and reasons:
- What is learning?
- Principles of different learning theories and reasons in Adult Education, e.g.:
  - Constructivist learning theory
  - Subject-scientific learning theory
  - Phenomenological learning theory
  - Transformative learning
  - Behaviourism
  - Neuro-scientific learning theories
- Teacher-learner relationship in different adult learning theories
- Andragogy as the science of Adult Education and learning

Didactic activity in Adult Education
- Effects of different learning theories and reasons with regard to own didactic activities
- Didactic principles of Adult Education
  - Participant oriented
  - Experience oriented
  - Relation to life environment

Knowledge forms
- Crystalline vs. fluid knowledge
- Declarative vs. procedural knowledge

Adult learning
- How do adults learn?
- Changes in the ability to learn at different ages
- Types of learning:
  - Cognitive learning
  - Emotional learning
  - Behaviour-based learning
  - Experiential learning
- Traditional learning forms in own cultural context
- Confronting learning situations as a challenge

Education motivation
- Reasons for commencing education processes
  - Psychological dimensions
  - Group-related components
  - Socio-demographic components
  - Reasons for lack of education and dropout
  - External factors and participation in education / barriers to participation
    - Socio-demographic factors/milieus
    - Framework conditions
      - Costs
      - Time
      - Location
      - Duration
      - Term
      - Gender-specific components

The following factors are of central importance for the adult educators to acquire the relevant competencies:
  - Reference to the respective individual cultural environment
  - Breaking down the imparted information to the specific context of activity
  - Adding or omitting non-relevant dimensions as necessary

Suggested literature (selection)
- Jarvis, Peter: Lifelong Learning and the Learning Society, New York 2007
- Mezirow, Jack (Ed).: Learning as Transformation: Critical Perspectives on a Theory in Progress. San Francisco 2000
- Pätzold, Henning: Learning and Teaching in Adult Education, Contemporary Theories, Opladen 2011

Notes on implementation

Since adult learning is portrayed on the basis of scientific theories, the necessary relevance to individual course design must be created through adequate didactic preparation. After using methods to impart information, such as screen-presentations or interactive instruction, this means enabling self-experience through role-plays and simulations as well as highlighting the implications for the participants' own teaching activity through group work and individual assignments. The experiences from the project work could be reflected as well.

Individuals who have completed the Curriculum globALE should reflect on which special attributes their own participants have and how this can be effectively used in their own didactic activity. Further, they should be motivated to continue learning on their own – in a formal or non-formal setting.

Practical application and reflection

The theoretical part of the module challenges the interactive approach of the trainer. It could be introduced through use of different learning situations, which can illustrate different learning theories. Life and work experiences of participants could be taken as good examples in depicting stages of learning according to different theories. At the same time, their own learning process and motivation to take part in the course could be discussed as an introduction and/or material for single topics. Through the group work, the motivation for participation vs. barriers for learning could be analysed, and an adequate type of learning approach suggested and considered. Participants can focus on their own local context and discuss single topics from this point of view (for example – framework conditions, suitable didactic activity etc).

Recommended scope

- 24 instruction hours (≈3 days)
- 36 hours of individual study

Competency

Individuals who have completed the Curriculum globALE are familiar with the theoretical principles of communication and are able to apply them in teaching and in their education work with adults. They are also familiar with the main theories of group dynamics and are able to apply this in the teaching/learning activity in the group in order to steer the social processes.

Individuals who have completed the Curriculum globALE

- are familiar with the rules of verbal communication as well as paraverbal and non-verbal communication and apply this knowledge when dealing with course participants;
- are able to apply the individual components of interactive, constructive, motivating communication;
- are able to eliminate or mitigate barriers and obstacles in communication;
- create a positive atmosphere through their communication style;
- can deal with different communication styles and guide the participants in the context of the lesson and the teaching processes;
- are able to perceive the "invisible" structure and communication in the group; they recognise, understand, moderate and steer the group dynamic processes to ensure sustainable learning success;
- adjust the phases of learning processes and the phases of group dynamics to each other
- are able to successfully deal with problem situations in the group; they are able to handle conflict; situations and deal with "difficult" participants
- are aware of the importance of emotionality for adult learning.

Linkages to the other modules

This module is closely connected to methods (module 3), especially because it is the basis for use of many methods – knowing the principles of good communication and leading the group, it will be possible for participants to apply even those methods that were not explained or practiced in details during the course, or some new methods that they have been reading about. At the same time, this module is interrelated to the modules 1 and 2, especially to the ways of adult learning, their specific characteristics, their context and motivation. These points of view are exactly the communication methods that should be used to approach adults . Furthermore, adequate communication and a good atmosphere in the working group are the most important motivation factors and the strongest barriers to adult learning if they are not suitable and positive. Therefore, through this module, some practical answers should be given to the more general questions of adult learning, and some concrete illustrations of single aspects of adult learning theories, especially about the relationship between teacher and adult learner.

Topics

Communication in Adult Education
- Communication terms, communication models and principles of communication theories
- Adult education theories and their concepts of communication
- Basic elements and key features of communication
- Types and levels of communication
  - visible – informative
  - invisible – emotional communication level
  - verbal, non-verbal and paraverbal communication
- Principles of communication (respectful, motivating, mutual, etc.)
- Components and techniques of communication (active listening, levels of communication, avoiding discussion killers, asking questions)
- Giving feedback, expressing and accepting criticism, in particular in the education context
- Group and individual communication
- Non-violent and assertive communication; supportive and empowering communication

- Dealing with different communication styles in teaching and learning processes
- Recognising and eliminating communication obstacles in lessons and learning processes
- Aspects and techniques of guidance with regard to communication in lessons and the learning processes
- Intercultural communication, taking into account cultural specifics in communication
- Social media and digital communication
- Gender-appropriate language and gender sensitive communication
- Specific elements influencing communication:
  o gender
  o diversity
  o sustainability
  o culture
  o context
- Basics of internal communication
- Basics of external communication (PR, marketing)

Group dynamics in Adult Education
- Importance of group dynamics for the learning and teaching processes
- Theoretical principles of group dynamics
- Forms and characteristics of learning groups
- Development phases of groups (content and relationship level)
- Designing group culture – roles, sub-groups, hierarchies, values and rules
- Structure of group dynamic processes
- Models for working with groups (e.g. topic-centred interaction, sociometry, etc.)
- Principles of work, methods and techniques for steering processes of group dynamics and intervention in group dynamics
- Different roles of the adult educator in the teaching/learning group (trainer, moderator, learning facilitator, leader, mediator, advisor, coach, etc.) and the complexity of multitasking
- Communication strategies for solving problems and conflicts, recognising conflicts and being able to deal with them
- Methods and techniques for dealing with difficult situations and problematic participants

Suggested literature (selection)

- Connolly, Brid: Adult learning in groups. 1. publ. Maidenhead 2008
- Intercultural Learning T-kit, Council of Europe, Strasbourg Cedex 2000.
- Johnson, David Read; Emunah, Renée (eds.): Current Approaches in Drama Therapy Springfield 2009

Notes on implementation

Methodological variety is called for in this module. Using methods ranging from short PowerPoint presentations (e.g. when introducing communication theories) to diagrams and graphic models (of communication models) through to pictures, video recordings and short films, the individual aspects of communication can be clarified and presented in an exemplary fashion, also using familiar situations or persons.

Although this module contains a theoretical part, it should be very much illustrated with the concrete examples. Variety of methods and creative approach is advisable. It is very important to create a relaxed and trustful atmosphere, where participants can share experiences, tell their own stories, reflect on their own communication style and experiences with various groups, and be open enough to make use of different materials, methods and approaches.

Practical application and reflection

It is advisable to work with realistic examples, to use previous modules, the experiences of participants and context issues. Adult educators should encourage the participants to reflect on their own communication style and to draw examples from their own lives and professional environments (a self-critical approach is welcome). The important point is to initiate reflection processes and the course instructor's communication with the participants should serve as a good example of what should be discussed and recommended (in particular with regard to non-violent, non-authoritarian and constructive communication). Small exercises and reflection sessions on realistic situations, role-plays, simulations and small group tasks are recommended. An active interaction exercise approach should be applied as much as possible in order to assure effective learning, application of the gained skills in both life and work context, and long-lasting results.

In general, numerous examples should be drawn on, in particular from the life and professional experience of the participants themselves. The participants should also reflect on the experiences from different groups. Both situations from the past and current situations in the teaching/learning group as well as the currently on-going processes can be examined and reflected on. Adult educators can above all draw on sequences and examples from their experiences. A variety of methods are therefore available – small exercises, small group tasks, graphic representations, small sociometric sequences, photos and short films. Methods from the repertoire of group dynamic training are also suitable: psychodrama, role-plays, controlled dialogue, games such as NASA, company car, tower building etc., but also exercises with which typical group situations are created, practised or designed to raise awareness.

Recommended scope

- 32 instruction hours (=4 days)
- 32 hours of individual study

Competency

Individuals who have completed the Curriculum globALE are familiar with the repertoire of Adult Education methods and can apply this to achieve optimum learning success in the respective target group.

Individuals who have completed the Curriculum globALE

- are familiar with a broad spectrum of Adult Education methods and are able to cite their advantages and disadvantages, limits and possibilities;
- are able to select suitable methods that are appropriate to the situation for all phases of the course;
- have independently applied and reflected on a basic set of methods;
- can use the methods to achieve the sustainable learning success of their respective target group.

Linkages to the other modules

This module is ideal to practice the knowledge and competencies learned in other modules. Each topic can be used as material to implement, illustrate, present or analyse the use of single methods. The topics from all other modules can be analysed from the point of view of suitability of some method, combined with other criteria (target group, time, resources etc.). For example, the groups can choose the best method to explain different types of adult learning (module 2) or to compare the benefits of Adult Education (module 1), or to explore the ways to overcome communication problems within the group (module 3). Other modules can point out what methods can be used to work with single topics, or with different kind of participants, and in this module, these ideas can be implemented.

Topics

Integrating methods in instruction
- What are the methods?
- What are the criteria for choosing the adequate methods?

Overview of methods
- Overview: typologies for methods
- Importance and advantages of interactive methods
- Adequacy of methods to the gender, age, culture and other characteristics of the target group

- Opening methods
  - Ice-breakers
  - Getting-to-know-you games
  - Asking about expectations

- Methods to impart information, tap knowledge and develop content
  - Lecture
  - Presentations
    - Speaking techniques
    - Interactive instruction
    - Demonstrating
    - PowerPoint
    - Flip charts & similar tools
  - Group methods
    - Project methods, group tasks
    - Learning circles, four corners method and similar methods
    - Mixed variations: 5x5 method, sandwich method
    - Collaborative learning with the computer

- o Individual learning
  - Individual study
  - Learning diary
  - Reading technique
  - Computer-based learning
  - Observation visits
  - Methods to support self-learning and the acquisition of self-learning skills
- o Social learning and experiential learning
  - Discussion rounds
  - Role-plays, simulations
  - Psychodrama
  - Workshops, world café, open space
  - Site visits: Learning from the local context
  - Project work
  - Problem solving
  - Biographical learning
  - Participative methods
- o Creative methods
  - Brainstorming
  - Visualisations
  - Sculptures
  - Dance
  - Theatre
  - Creative writing

- Moderation techniques
  - o Role of the moderator as opposed to trainer, teacher or knowledge imparter
  - o Moderation rules
  - o Question techniques
  - o Moderation methods

- Warm-ups and methods to increase concentration

- Methods for ending the instruction
  - o Closing session and wrap up methods
  - o Securing results
  - o Feedback on the instruction

- Method and techniques for self-organised learning

The following factors are of central importance for the adult educators to acquire the relevant competencies:
- the concrete application of methods in the participants' own context of activity;
- the realisation that there is no perfect method, but that the choice always results from a balance between the group, framework conditions, learning objectives and course instructor; and
- practicing targeted alternation of methods within the framework of the social dynamics in the group.

Furthermore, in relation to the adult educators' own target group and area of application, methods should be developed in a targeted manner in an additional field (e.g. community development or family education).

Suggested literature (selection)

- Pretty, Jules N.; Guijt, Irene; Scoones, Ian; Thompson, John: A Trainer's Guide for Participatory Learning and Action, London 1995
- Society for Participatory Research in Asia (PRIA): A Manual for Participatory Training Methodology in Development, New Delhi 2011
- Training Essentials, T-kit, Council of Europe publishing, Strasbourg Cedex, 2002

Notes on implementation

Because methods cannot simply be theoretically learned but instead unfold their effects in teaching practice, this module offers a focus on exchange, trying out and reflection. Input for this module centres on introductions to individual topics such as moderation or evaluation. The module should contain numerous exercises that are accompanied by reflection and discussion. A focus should be placed on the prerequisites and selection criteria for applying individual methods as well as on the possibilities and limits of individual methods and the requirements that are respectively placed on the adult educators. Once the participants' experiences have successfully borne fruits in applying the methods, a multitude of methods that have been tried and tested in the cultural context can be jointly developed.

In this module the focus is placed on methods that are used while conducting courses/Adult Education instruction. Methods for planning, organising evaluating of courses/instruction are dealt with in detail in another module (planning, organisation and evaluation).

Practical application and reflection

The module on methods is a good opportunity for the participants to practice their skills and to improve them through the process of practical learning. Their own teaching experience could be widely used for this part, combining reflection and ways of improvement. Role-play is a very good method as a framework for practicing other methods – where the part of the group can play the "usual" target group – participants in the course, and one or more participants can use and practice the method, and share experience and opinion about the whole process with the group. It is also possible to use the same topic and present 2-3 methodical approaches and then to compare and discuss the advantages and difficulties of single methods and the best criteria to use them.

Recommended scope:

- 25 instruction hours (≈3 days)
- Participants prepare, teach and reflect on at least 3 lessons of their own (100 hours)
- Observation visit and feedback from colleagues if appropriate

Competency

Individuals who have completed the Curriculum globALE are aware how the phases of planning (including development of the curriculum), organisation, performance and evaluation are connected with each other in the professional cycle of activity of an adult educator. For the phases of planning, organisation and evaluation, they have knowledge of different methods and are able to apply this knowledge appropriately to the situation and critically reflect on this[22]. With a view to their own professional activity, the adult educators use the experience they have gained to systematically improve their programmes.

Individuals who have completed the Curriculum globALE

- are familiar with the phases of the professional cycle of activity of adult educators and understand how they relate to each other;
- know different methods and tools to:
  - identify education and training needs,
  - formulate competency-oriented learning goals for education programmes,
  - create a methodological-didactic design for teaching/learning processes,
  - plan lessons that take into account the relevant framework conditions,
  - continually check learning progress, transparently assess it and make adjustments to the lesson design on this basis as necessary,
  - secure results;
- are aware of the implications of the different methods and tools and can critically reflect on their selection and application;
- use the findings from the secured results and evaluations to permanently improve their work;
- know the basics and different elements of quality assurance.

Linkages to the other modules

All previous modules can serve as the basis for creating a good training cycle. Since they are based on the principles, phases and types of adult learning (modules 1 and 2), it is important to have theoretical principles in mind when developing single phases, especially phases 1 and 2 (needs assessment and planning). For phases 3 and 4 (organisation and implementation) the competencies from modules 3 and 4 (communication, group dynamics and methods) should be taken up in a very detailed way.

The issue of ensuring quality is closely related to the working context of adult educators, local and national context, community, providers and partner organisation.

Topics

Phases of the professional cycle of activity of an adult educator
- Project approach and project cycle, in relation to Adult Education
- 5 phases: needs assessment, planning, organisation, performance, evaluation
- Connections between and effects of individual phases

Needs assessment
- Education / training / skills needs assessment
- Individual needs assessment
- Organisational needs assessment
- Community needs assessment

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[22] The performance phase is covered in detail in Module 3 (Methods of adult education).

Planning
- Principles of the education needs analysis, overview of the most important analysis tools
- Development of the curriculum
  - Principles of competency-oriented curriculum development (differentiation between the concepts outcome-based vs. knowledge–based)
  - Activity profiles as the basis for developing the curriculum
- Defining learning objectives (learning objective taxonomies, SMART and SPICE system, etc.)
- Target group analysis – Who is taking part in my courses and why? (attributes, expectations, attitudes of the target group)
- Planning education sequences in gender-sensitive manner

Organisation
- Consideration of framework conditions
  - Particularities of the respective target group
  - Expectations of the client
  - Available infrastructure (time, location, materials)
- Creating the checklist for the course
- Creating a plan for the lesson (with details of methods, didactics, timeframe)
- Use of resources (planning materials and use of equipment)
- Planning possible/alternative scenarios in the event of unexpected situations
- Personal preparation of the adult educator (cognitive, mental, emotional, physical level)
- Writing notification texts/descriptions of education programmes for participants and/or clients
- Follow-up of the education programme

Evaluation
- The concept of quality in continuing education – importance, clarification of terms
- Elements of quality assurance (quality with reference to: facilities, programmes, personnel), criteria and indicators
- Evaluation as the basis for quality assurance – principles, prerequisites and potential
- Assessment in the context of evaluation
- Types of evaluation
  - Preformative, formative (accompanying) and summative (ex post)
  - Quantitative and qualitative
  - External, internal, self-evaluation
  - Lesson evaluation
- Phases of evaluation
- Evaluation methods, techniques and tools
  - Test, questionnaire, scales, records
  - Learning diaries
  - Competency balance sheets and portfolios
- Reports
- Use of evaluation results to steer the education process
- Follow up and networking

Ensuring quality
- Quality in terms of input, throughput and output
- Layers of quality: System, organisation, course, etc.
- Standards/Indicators
- Existing quality assurance systems

Suggested literature (selection)

- Archer, David; Cottingham, Sara: Reflect Mother Manual, London, o.J.

  http://www.reflect-action.org/sites/default/files/u5/Reflect%20Mother%20Manual%20-%202012.pdf

- Bramley, Peter: Evaluating Training, London 2003

- Caffarella, Rosemary S.: Planning programs for adult learners. A practical guide for educators, trainers, and staff developers. 1. ed. San Francisco 1994

Notes on implementation

This module focuses on the acquisition of the necessary tools for course instructors. An important role is therefore to impart suitable tools for needs assessment, planning, organising and evaluating lessons that meet the requirements of adult-appropriate didactics. The participants' experiences from their own practice should be used as part of this process. The Adult Education should always critically reflect on the implications of selecting and applying individual tools in the light of the theoretical principles imparted in the other modules. This module calls for a mixture of methods consisting of thematic inputs, professional exchange and group discussions. At the end of the module the participants will have gained initial experience with applying selected methods in practice, which will assure sustainable learning effects. Additionally, they should obtain basic competencies to plan, implement and evaluate their own learning process in the future.

Practical application and reflection

Various methods can be used to support participants in learning the best way of creating the 5-phase cycle. For example, participants could be divided into the groups, get a topic and a task to develop the whole cycle, describing the single steps. They could prepare 'scenarios' and have a kind of 'real' preparation for holding the course. Together, the group can reflect on different proposals, analyse single solution, proposals, ideas and get rethought preparation plan before the implementation. Some parts of implementation process could be also simulated, so the evaluation is based on the kind of real results, through the group discussion. The quality issues should be related to the context of their real education practice.

Recommended scope

- 32 instruction hours (=4 days)
- 45 hours of individual study
- Feedback from colleagues to accompany the programme
- Learning diary or similar to document the learning outcomes

Annexes

Annex 1: Used curricula

Curricula of *dvv international* and partners

Title: Training course for practitioner Andragogues
Country / region of origin: Armenia
Language: Armenian and English

Structure and scope; Didactic forms:
The programme consists of 5 main parts:
(*recommended time-load – 90 hours in total*)
1. Models of communication (12 hours);
2. Modern educational technology and AE (12 hours);
3. AE and cooperation with social partners (6 hours);
4. AE in the context of contemporary educational processes (6 hours);
5. Management in AE (6hours).
6. Independent work – 26 hours.Practice – 22 hours.

Target group(s), participant prerequisites if applicable:
- titioner andragogues;
- Teachers/staff of state vocational institutions;
- Trainers/staff of Adult or Community Education Centres

Background information on creation and application:
The programme was elaborated 2007 by the group of authors representing Armenian Association for AE and LLL and *dvv international*-Armenia.

Title: Andragogy – Training course
Country / region of origin: Armenia
Language: Armenian and English

Structure and scope; Didactic forms:
The programme consists of 7 modules:
(*recommended time-load – 88 hours in total*)
1. Curriculum development (24 hours);
2. Models of communication (16 hours);
3. AE and Cooperation with social partners (8 hours);
4. Modern technologies in education and training (8 hours);
5. AE in the context of modern educational processes & Management of AE (8 hours);
6. The structure and organisation of workshop/seminar contents (24 hours);
1. 7Assessment and Evaluation (8 hours).

Target group(s), participant prerequisites if applicable:
Trainers/staff of Adult Education Centres

Background information on creation and application:
The programme was elaborated 2010 by the group of authors representing Armenian Association for AE and LLL and *dvv international*-Armenia in the framework of the EU-Project "ProActive".

Title: Training course for the vocational and continuing education of adults
Country / region of origin: Bosnia-Herzegovina
Language: German

Structure and scope; Didactic forms:

The course consists of 5 main parts. Each part is usually addressed for 2 days, making a total of 10 training days (60 hours):

Part 1: Adult Education as a science; concept and strategy of education; the AE system; the AE cycle; the phases in the AE cycle; planning the education content; designing the programme for the education content; modules and modular programmes.

Part 2: AE in BiH – status and perspectives; AE in Germany; areas of AE; forms of AE; characteristics of the education group; AE and self-training; theories of AE needs; models and tools for analysing education needs – individual needs; models and analysis of education needs – needs of the labour market and employers.

Part 3: Group processes – perceiving, understanding and moderating; social and psychological characteristics of learning in adults; learning styles and types in continuing education for adults; nature, characteristics and elements of communication; communication obstacles; feedback in teaching and the learning process; visualisation in teaching – rules and methods; presentation in lessons – rules and methods; classic and interactive methods in AE.

Part 4: Management in AE; strategy management in AE (example: education institutions); abilities and skills in management and leadership; ability to steer the work performance of employees in AE; development of leadership abilities (decision-making skills according to the model "step by step"); persuasion, negotiation and communication skills; marketing in AE; marketing plan of the AE institution.

Part 5: Evaluation of the education process; quality in AE – guidelines and concepts; quality system in AE; evaluation as a tool to promote quality; types of evaluation in AE; workshops as a working method in AE; game context in workshops; different examples of work in workshops.

Target group(s), participant prerequisites if applicable:
Trainers and management personnel of (non-formal) AE providers; policy makers

Background information on creation and application:
The course was developed in 2001 (further developed in 2008) in cooperation with the BiH project office of *dvv international* and the chair of AE at the University of Belgrade. The course is normally offered as part of the "summer academies" for the vocational and continuing education of AE staff.

Title: Training course for practitioner Andragogues
Country / region of origin: Georgia
Language: Georgian, English

Structure and scope; Didactic forms:
The programme consists of 6 modules:
(*recommended time-load – 60 hours in total*)
1. Introduction to Adult Educational Concept (3 hours):History of AE, Theory of AE, Modern trends in AE, AE Legislation;
2. Peculiarities of AE (12 hours):Age and social roles, Importance and influence of experience, Psycho-social aspects of teaching/learning;
3. Elaboration of an Educational Programme (12 hours):Identification of the aims and results of learning process, Elaboration of the programme content, Preparation of the teaching materials/ adaptation;
4. Teaching Methods (18 hours):Problem oriented teaching, Project as a method of teaching, Group work;
5. Assessment and Evaluation of Knowledge and Skills (9 hours):Evaluation criteria and correlation with the learning results, Methods and systems of evaluation, Evaluation and self-appraisal;
6. Organisation of AE (6 hours):Identification of the target group, Basics of market assessment of education market, Basics of programme management.

Target group(s), participant prerequisites if applicable:
- Teachers/staff of public vocational centres;
- Trainers/staff of Adult or Community Education Centres;
- Members of Adult Education Association of Georgia (AEAG);
- Practitioner andragogues.

General objectives of the programme, Specific learning objectives:
At the end of the course the graduates will obtain the following knowledge and skills:AE theory, main concepts and modern trends; Methodological principles of AE; Principles of elaboration of educational programmes for adults; Team work and successful communication.

Graduates of the course will be able:to develop a programme for adults on specific topic and to organise and implement the relevant training course; to search for the programme specific sources (literature, etc.) applying modern information technologies; to make presentations; to facilitate discussion.

Background information on creation and application:
The programme was elaborated 2007 by the group of authors representing Adult Education Association of Georgia (AEAG) and *dvv international*-Georgia with the aim to support capacity building of the practitioner andragogues, which in its turn would contribute to improved quality of AE in country.The programme is of applied nature and is directed towards development of important practical skills of the target group.

Title: "Pedagogical and didactical skills in vocational training"
Country / region of origin: Palestine
Language: English

Structure and scope; Didactic forms:
The training program (time-load:4 training days) consists from 6 main parts:
I. Theoretical Background:1) Main hypotheses and findings of the neurological (brain) research, 2) Consequences for the didactical approach – ("Didactical constructivism"), 3) Preparation for a lesson, Educational/learning objectives, 4) Taxonomy of educational objectives, 5) Didactical analysis of the content;
II.Conventional Methods for Teaching and Instructing:1) Presentation as a teaching/training method, 2) Instructive/tutorial dialogue, 3) Four-step-method/Job instruction;
III.Interactive Teaching/Learning Methods:1) Interactive learning methods and key skills/competences, 2) The 'Model of Complete Action' in vocational education and training (VET), 3) Leittext (Leading text) assignments, 4) Project method, 5) Problem-based learning (RBL), 6) Collaborative learning, 7) Moderation as teaching method;
IV.Communication Models for Teaching:1) Four aspects/sides of a message, 2) Transactional analysis;
V. Methods of Assessing the Performance of Learners:1) Principle assessing strategies, 2) Classroom assessment techniques CATs;
VI.Planning Lessons.

Target group(s), participant prerequisites if applicable:
- Teachers / staff of public vocational institutions;
- Trainers of non-formal educational institutions.

Background information on creation and application:
The training programme was developed in 2010 by the Sharek Youth Forum in Partnership with *dvv international* and in cooperation with Palestinian Ministry of Education in the framework of an EU-project.

Title: ARA – Andragogical regional Academy
Country / region of origin: Region South-East Europe
Language: English, Serbian-Bosnian-Croatian-Mentenegrian

Structure and scope; Didactic forms:
The course consists of 6 main modules:
I. Communication skills:verbal and non-verbal communication; discussion killers; active listening; giving feedback; giving and accepting criticism; "Johari" window; rejecting and saying "no"; communication strategies for solving conflicts; discussion and communication styles and strategies; principles and application of non-aggressive communication.
II. Trainer: role and tasks of the trainer; instructor/trainer types; teaching styles; competencies and attributes of the trainer.
III. Planning and preparation: needs analysis in the education and training area; "Skills need analysis"; analysis methods; target group analysis; "outcome-based" planning; DACUM method; modularisation in AE; seminar design; training preparation and organisation.
IV. Performance: methods in AE and training; methods in interactive instruction; use of visual methods; presenting and appearing before a class; application of workshops; alternative methods and techniques of training; development of skills for self-organised learning.
V. Analysis, monitoring and evaluation.
VI. Coaching in education and training.

(Further modules such as "Online AE", conflicts, intercultural communication and peace education, communication in the company, coordination of group work and group management, management in AE, quality assurance in AE, financing of AE and education work with specific target groups – as required!)

Target group(s), participant prerequisites if applicable:
Trainers and management personnel of (non-formal) AE providers

Background information on creation and application:
The course was developed in 2011 by Prof. Dr. Katarina Popovic in cooperation with the regional office of *dvv international* in Sarajevo / BiH for the staging of "Summer academies" (regional programme).

Title: Psycho-social particularities of AE – a course for training AE experts (andragogy practioners)
Country / region of origin: Uzbekistan
Language: Russian

Structure and scope; Didactic forms:
The programme comprises 4 blocks (modules) that cover the following key topics of andragogy:
1. Theoretical principles of AE;
2. Andragogy as an area of social practice;
3. Technology of AE;
4. Practical application of AE technology.
Scope of the course – 144 hours:
scientific and theoretical part – 36 hours for lectures and 24 hours for independent work;
practical part – 48 hours for lectures and 36 hours for independent work in an education institution.

Target group(s), participant prerequisites if applicable:
Teachers of the Uzbekistani "System of special vocational training" (SSPO)

Background information on creation and application:
The training course was developed by the continuing education institution for teachers of the SSPO with support from the regional office of *dvv international* in Tashkent / Uzbekistan in 2008 and is used for the continuing education of teachers from the vocational training system.
Academic coordinator of the project: Nuriddinov, B., Ph.D.; author: Burkhanova, G.

Title: "Methodology of AE"
Country / region of origin: Uzbekistan
Language: Russian

Structure and scope; Didactic forms:
The programme is designed as a 3-day training course (24 hours) and covers the following topics:
1) Principles of Adult Education;
2) Comparison of the classic approach with Adult Education;
3) Motivation;
4) AE cycles;
 5) Interactive AE methods;
6) Important conclusions for applying interactive AE methods;
7) Channels of perception;
8) Communication;
9) Listener skills;
10) Feedback;
11) Group dynamics;
12) Questions – answers;
13) Training;
14) The role of the trainer;
15) Main phases of planning and implementing a curriculum;
16) Short AE glossary;
17) Annex: tests.

Target group(s), participant prerequisites if applicable:
Trainer personnel of non-formal education providers

Background information on creation and application:
The programme was developed within the framework of cooperation between the regional office of *dvv international* in Tashkent / Uzbekistan and the Uzbekistan Chamber of Commerce in 2009.

Title: Basic Leadership Development Course (BLDC)
Country / region of origin: Asia Pacific Region (ASPBAE)
Language: English

Structure and scope; Didactic forms:
The program lasts one week (7 days, 56 hours)
The Course covers the following areas:
A. Principles of Adult Learning
B. Frameworks of and for Transformative Adult Learning:
- Rights-based Approach to Education & Development,
- Mainstreaming Gender and Lifelong Learning,
- Education for Sustainable Development
C. Contexts of Adult Learning in Practice:
  i.   Local Community Visits,
  ii.   Asia-Pacific Regional Overview
D. Leadership in Adult Learning Practice:
i.   Leadership in Learning Organisations,
ii   Educators as Leaders
E. Networking and Education Policy Advocacy
F. ASPBAE's Thematic Engagement and Policy Platforms
G. Formulation of Individual Action Plan

Target group(s), participant prerequisites if applicable:
ASPBAE member organisations are encouraged to nominate potential participants.Selection criteria:
- Have at least three years of work experience in Adult Education and related development work fields;
- Have the potential to take up leadership roles in ASPBAE member organisations:
- Have had limited opportunities for cross-cultural exchange and leadership development;
- Have access to and a reasonable ability to work with computers;
- Have a reasonable ability to communicate in English.

General objectives of the programme, Specific learning objectives:
Main objectives of ASPBAE's BLDC are to:
- Develop a holistic perspective on transformative Adult Education;
- Enhance skills and attitudes on processes that support transformative Adult Education;
- Provide opportunities for the sharing of adult learning experiences;
- Facilitate structured reflection towards developing a basic understanding of adult learning principles and practices that are transformative, gender sensitive, rights-based and contribute to sustainable development;
- Gain a better understanding of, and develop a commitment to ASPBAE;
- Develop a critical understanding of the contexts in Asia Pacific that impact on adult learning;
- Contribute to developing a 'talent bank' for the leadership in ASPBAE, the membership, and for the Adult Education movement in the Asia Pacific.

Background information on creation and application:
Developed almost 20 years ago and constantly fine-tuned to fit the needs of the participants.Part of the long-term strategy to build and expand the "leadership corps" of the ASPBAE member organisations in the region.

Title: NeXT 1 -Regional Facilitators/Trainers Course
Country / region of origin: Asia Pacific Region (ASPBAE)
Language: English

Structure and scope; Didactic forms:
The program lasts for 18 months and is spread over 3 phases.The first phase is the structured training on Regional training and facilitation for 11 days duration, the second phase is a Mentoring phase for 15 months and the third phase is a Sharing & Learning phase to consolidate the experiences of the mentoring.
The Regional Facilitators Course covers the following areas:
- Socio-economic, political, environmental & cultural realities of the Asia & South Pacific region
- Linkages between the local & regional contexts
- Linkages of developmental issues of the region with the global context
- Understanding and Application of the Human Rights Framework to Adult Education & Life-long Learning
- Gender Justice & Sustainable Development as cross-cutting paradigms within all our Adult Education & Life-long Learning initiatives in the region
- Principles of Adult Learning
- Experiential Learning Cycle
- Facilitators as Learners, Practitioners and Communicators
- Cross-cultural Sensitivities
- Building and Sustaining a Learning Environment
- Unfolding and Nurturing a Community of Practice in ASPBAE

The mentoring phase provides mentoring support and guidance to each participant to incorporate the learning from the Regional Facilitators Course into the participants' on-going work related to the training and capacity building activities in their respective organisations.

Target group(s), participant prerequisites if applicable:
Participation in the program is by invitation to ASPBAE members who have a demonstrated experience in training and facilitation from amongst the ASPBAE membership who are able and willing to engage themselves in a long-term and intensive learning process, with requisite support and commitment from their organisations.
Participants are jointly identified by the ASPBAE EC and staff to build and expand the "leadership corps" in the region, committed to advancing the right of all to learn, and to promoting the learning needs and interests especially of the most marginal groups

General objectives of the programme, Specific learning objectives:
The Regional Facilitators Course, with its stated objectives offers an environment of learning for the participants to engage themselves in a process of co-learning
- to examine the diverse realities of the Asia South-Pacific region with regard to the learning needs of adults;
- to explore, build and sustain meaningful adult learning opportunities to empower marginalised and vulnerable population groups in the region to transform their lives and their communities to lead and advocate for sustainable living within the frameworks human rights, gender & social justice;
- to evolve as a community of practice, to expand and deepen the adult and life-long learning practices based on the rich traditions of learning in the region and the adult learning principles.

A core of around 10 to 15 trainer-facilitators would emerge from the NeXT 1 learning process and be mobilised for involvement in ASPBAE's capacity building work - nationally, regionally and globally.

Background information on creation and application:
The Regional Facilitators Course has been conceptualised as the advance leadership program to the ASPBAE Basic Leadership Development Course (BLDC).The design and the curriculum has been developed and drawn from the rich expertise of the Course Directors (both past & present) of the BLDC and other trainers within the ASPBAE membership, to enhance and nurture competencies of accomplished local and national trainers and facilitators to contribute at the sub-regional and regional level.The perspective and skill development are located within ASPBAE's philosophical underpinnings of adult learning principles, participatory methodologies and life-long learning.

Country / region of origin: Asia Pacific Region (ASPBAE)
Language: English

Structure and scope; Didactic forms:

The Regional Training on Adult Education Advocacy is of 15 months duration, spread over 3 phases.The first phase is the structured training on Regional Adult Education Advocacy for 7 days, the second phase is a Mentoring phase for 9 months and the third phase is the Concluding phase to harvest the mentoring experiences.

The Regional Training is an inter-play of perspective building,
skills enhancement and strengthening of attitudes on the five thematic areas of Adult Education, viz.
i.   Adult Literacy, CONFINTEA & Belem Framework for Action,
ii.   Climate Change & Education for Sustainable Development,
iii.   TVET & Life Skills and Youth Empowerment,
iv.   Gender equality in Education, and
v.   Education Financing

The advocacy skill building component includes
*   Individual Communication & Presentation skills
*   Organisational Media Communication skills including messaging, eg.Media Releases, Social Messaging
*   Negotiation & Consensus Building skills
*   Lobbying skills
*   Advocacy Planning, including risk mitigation

An added feature of the training is an involvement in a Real-world Advocacy event in Real-time
The mentoring phase which is of 9 months duration provides mentoring support to each participant by an in-country mentor who is an experienced advocate to formulate national level advocacy plans.

Target group(s), participant prerequisites if applicable:

Participation in the training is by invitation to ASPBAE members who have a demonstrated experience in education advocacy and an finterest and commitment to pursue Adult Education advocacy work at national and sub-national level.
Participants are jointly identified by the ASPBAE EC and staff.

General objectives of the programme, Specific learning objectives:

The overall goal of the Regional Training on Adult Education Advocacy is
*   to build a critical mass of AE advocates in the region to have a stronger chance of broadening public awareness on AE as a right and galvanising action of stakeholders on AE;
*   To strengthen a core of 2 to 3 Adult Education activists and campaigners, who would work closely with the members doing advocacy work and/or the education coalitions in their respective countries;
*   To support a dedicated cadre for CONFINTEA-6 follow up, to ensure that the CONFINTEA agenda is mainstreamed in EFA and MDG.

The trained advocates coming out of this training would influence the CSOs engaged in EFA to prioritise Goals 3 and 4 in their policy agenda, which would be seen as articulated in their government's education policy, plan & budget for goals 3 and 4.
They would also affirm the importance of Adult Education in realizing human rights framework, as a key to development

Background information on creation and application:

The NeXT 2 Regional Training on Adult Education Advocacy dwells on the strengths of the experiences of ASPBAE in RWS, CSEF and NeXT 1- mustering the tools, data-sets, policy work, linkages and exposure and crafting these into a capacity-building programme for Adult Education advocacy.While involving structured learning processes (training workshop), like in NeXT 1, the main arenas for learning AE advocacy with the mentoring support, is the jointly agreed AE policy & advocacy activities located within the participating organisation's work or pursued by ASPBAE as part of the post CONFINTEA follow up effort.

Certified adult educator

Project website:www.wba.or.at/studierende/kompetenzen_zertifikat.php

Structure and scope:

The wba certifies and awards degrees (diplomas) to adult educators by prescribing standards in the form of a curriculum. Individuals working in Adult Education can submit evidence of their variously acquired competences and practical experience. This evidence is then assessed and recognised on the basis of the curriculum. Any missing competences can be obtained by attending courses or other forms of evidence. Individuals who have fulfilled the curriculum receive a recognised certificate or degree.

In order to obtain the wba certificate, seven competences must be demonstrated.

Certification process

The first step is to determine the current status of the participants. They each fill in an online portfolio and submit their already acquired evidence to the wba.

Together with a wba consultant, it is clarified which content has already been fulfilled with regard to the wba curriculum and which requirements are still outstanding in order to qualify as a certified adult educator.

The wba consultant provides support with finding suitable courses in order to acquire the missing competences.

Examination

In order to obtain the certificate, participation in a three-day certification workshop with a multiple-choice test, writing a written practical or project assignment and a degree colloquium are required

Certification workshop

In the assessment, the competences of the wba students as adult educators are assessed. A few weeks before the date, documents will be sent to the participants to prepare.

In the multiple-choice test knowledge of education theory competence must be proven. Enrolled participants will find a list of literature in the login area to help them prepare. The test questions refer only to this reading material.

The certification workshop has an examination character. At the same time, our goal is for the participants to develop an extended self-image and greater identification with their role as an adult educator

Practical or project-related thesis

With the degree thesis the participants demonstrate their reflective skills with regard to their practical experience in the selected specialisation of their wba degree.

Degree colloquium:

During the degree colloquium the participants present their accepted written work and link this to their work as an adult educator.

Scope

The qualification "Certified adult educator" is worth 30 ECTS points. 23 ECTS points are acquired through evidence of the mandatory parts, the remaining 7 ECTS points through individual specialisations in the optional area. The assignment of ECTS points to individual competences is to be understood as a guideline value. If it is advantageous for the submitting individual, deviations from these assigned values may be made.

Curriculum

Mandatory parts	Optional parts
Determination of current status (1 ECTS)	
Educational theory competence (3-6 ECTS)	
Principles of pedagogy/andragogy - Education and learning (principles) (1.5)	max. 3 ECTS
Society and education - Adult education (principles) (1 ECTS) - Social principles in relation to AE (0.5 ECTS)	
Didactic competence (1.5-4 ECTS)	
Principles of didactics in AE Working with groups (at least 1.5 ECTS)	max. 2.5 ECTS
Management competence	
Principles of education management (at least 1.5 ECTS)	max. 2.5 ECTS
Guidance and counselling competence	
Principles of guidance and counselling Learning facilitating and support (at least 1.5 ECTS)	max. 2.5 ECTS
Competence in librarianship and information management	
Public libraries and their importance for society Principles of information management (at least 1.5 ECTS)	max. 2.5 ECTS
Social skills	
Communication in theory and practice Leading discussions Rhetorics Conflict management in theory and practice (at least 2 ECTS)	max. 3 ECTS
Personal skills	
Analysis of strengths and weaknesses Analysis and reflection on own actions and behaviour in contexts relevant to Adult Education (at least 2 ECTS)	max. 3 ECTS
General optional modules	
	Foreign languages, ICT (max. 2 ECTS)
Certification workshop (3 ECTS)	
Mandatory practical experience (at least 300 hours) (6 ECTS)	

Reference group:

Individuals working in AE

Programme objectives / learning objectives:

Seven basic competences must be demonstrated:

- Educational theory competence

- Didactic competence

- Management competence

- Guidance and counselling competence

- Competence in librarianship and information management

- Social skills

- Personal skills

Project information:

Certificate of the Austrian Academy of Continuing Education (wba)

The content and structure of the wba was developed in an ESF project by the Adult Education institutions named in the AE Promotion Act (EB-Förderungsgesetz) 1973, the Austrian Federal Institute for Adult Education, universities and other education institutions, under the coordination of the Association of Austrian Adult Education Centres. The wba is funded by the Austrian Federal Institute for Adult Education.

SVEB certificate (level 1)

Project website: http://www.alice.ch/de/ada/zertifikat/

Structure and scope:

Scope:

405 hours of learning time: comprising at least 90 hours of net contact time (incl. practical demonstration), 165 hours of self-study and proof of at least two years of part-time practical experience (in total at least 150 hours of practical experience).

13.5 ECTS credit points incl. 2 years of proven practical experience in the area of Adult Education (at least 150 hours)

Programme form:

There is no set programme form; however, providers must prove that the prescribed standards for the implementation of the module have been fulfilled. The reference framework for the education concept is the described teaching competence (see "Objectives")

The providers must undergo a recognition procedure with the Commission for Quality Assurance (QSK).

Proof of competence is provided through:

1. Regular reflection on the personal learning process.

2. Active participation in the work of the course group and proof of at least 80 % of the contact time.

3. Documented demonstration in practice to be qualified by the course instructor. e.g.

- o   Preparation of an education sequence (lesson planning).
- o   Performance of the education sequence.
- o   Evaluation of the education sequence (self-assessment, feedback from participants).

The module certificate can be achieved either through training at a recognised education institution or through assessment of equivalence.

Reference group:

Individuals working part time in the vocational and continuing education of adults

The prerequisite for participation is at least two years of practical experience in Adult Education amounting to at least 150 hours.

Programme objectives / learning objectives:

Teaching competence:

The participants are able to prepare, teach and evaluate lessons with adults in their subject area within the framework of given concepts, course plans and teaching materials.

Specific learning objectives:

The participants

- transfer the leading objectives, the andragogical focus and the qualification procedure of their education institution to their own lessons.
- analyse their target group, bring the teaching objectives and the review of the learning objective progress in line with the available time and brief.
- plan the didactic approach and the learning units according to the criteria of adult-appropriate learning and are able to justify their choice of methods.
- take into account the evaluation criteria in their assessments. (method, learning progress, learning climate, co-steering opportunities of the participants and leadership intervention)
- design the relationship and interaction level between trainer and participants as well as between the participants (roles, conflicts, contract, etc.)
- reflect on their own behaviour and can draw consequences from this for their own role.

Resources

Information

- Theoretical principles of learning psychology, communication and a number of group dynamic characteristics.
- Knowledge of legal framework conditions for education as well as of the rights and obligations as an adult educator (contract, status, role, etc.).
- Professionally up to date with the latest developments.

Skills

- Plan the lesson taking into account the overall concept and the framework conditions.
- Formulate learning objectives suitable for the target audience based on the competences which are to be developed. Define the form of progress review (summative, formative) and criteria.
- Plan the learning units and the review of the learning objectives taking into account the allocated time.
- Incorporate a didactic approach that is suitable for adults, participative, increases motivations and promotes learning.
- Apply a variety of methods.
- Correctly use the usual didactic media (overhead projector, pin-board, flip chart, electronic media).
- Evaluate the learning progress during the lesson and at the end of the lesson.
- Evaluate the lesson itself as well as how it is embedded in the overall concept.

Interpersonal skills

- Support the motivation and interest of the participants in the content through own involvement.
- Lead and facilitate the learning process in a lively, precise, comprehensible and participant-oriented manner (valuing interventions, questions, setting tasks).
- Actively perceive interactions within the group and react appropriately to the situation and in line with the objective (disruptions, conflicts, etc.).
- Flexibly react to unforeseen events.

Cognitive skills

- Command of the subject content.
- Didactic analysis and reduction taking into account the guidelines and the target audience.
- Summarise the discussions, presentation, questions and opinions of the participants in the plenary session, take stock of progress and thus enable the further development of the learning process.
- Maintain enough distance and sustain mutual respect.

Resources from the surrounding environment

- Maintain personal contacts with institutions, organisations of the world of work and trainers from own subject area.
- Read subject-related press, stay informed of contact persons and important events.
- Work together with trainers and education institutions.

Self-reflection / self-evaluation

- Reflect on own behaviour and actions after a lesson and draw consequences from this for the future.
- Compare plan with the actual sequence of events.
- Analyse didactic approach and coherence with the prescribed objectives and the achieved results.
- Reflect on own behaviour and own interventions.
- Draw up a balance sheet of strengths and weaknesses.
- Identify own potential for development.

Project information:

First level of the modular system "Train the trainer" of the Swiss Federation for Adult Education (SVEB), introduced in 1995. Over 20,000 people certified to date.

Professional Standards for Teachers, Tutors and Trainers in the Lifelong Learning Sector

Project website:http://collections.europarchive.org/tna/20110214161207/http://www.lluk.org/wp-content/uploads/2010/11/new-overarching-standards-for-ttt-in-lifelong-learning-sector.pdf

Structure and scope:

Overarching professional standards – Domains

- Professional values and practice
- Learning and teaching
- Specialist learning and teaching
- Planning for learning
- Assessment for learning
- Access and progression

The professional standards for teachers, tutors and trainers in the LLL sector describe, in generic terms, the **skills**, **knowledge** and **attributes** required of those who perform the wide variety of teaching and training roles undertaken within the sector with learners and employers.

Not all standards will necessarily relate to all teaching roles.Rather they supply the basis for the development of contextualised role specifications and units of assessment, which provide benchmarks for performances in practice of the variety of roles performed by teachers, trainers, tutors and lecturers within the Lifelong

Learning sector.Together, these will identify the components of:the initial teaching award (Passport); qualifications leading to Qualified Teacher, Learning and Skills (QTLS) status; and other intermediate and advanced teaching qualifications

Programme form:

There is no set programme form; however, providers must prove that their programme satisfies the prescribed professional standards in order to obtain accreditation.

Scope / Duration: accredited programmes generally have a scope of 1 year of full-time study / 2 years of part-time study

Programme objectives / learning objectives:

teachers in the Lifelong Learning sector

Project information

In 2004 the Government asked Lifelong Learning UK (LLUK) to develop new professional teaching standards for the whole FE system, as announced in the paper Equipping our Teachers for the Future1.These standards define what we expect of teachers, tutors and trainers in a variety of roles and responsibilities.

In the FE White Paper Further Education:Raising Skills, Improving Life Chances, DfES 2005 and other recent announcements, Government pledged its continued commitment to introducing from September 2007 a new initial 'preparing to teach' award leading to Qualified Teacher, Learning and Skills (QTLS) status for all in the full teaching role

Title: A good adult educator in Europe (AGADE)

Project website: www.nordvux.net/object/1453/agadeagoodadulteducatorineurope.htm

Competence Model / Definition developed in the project:

Criteria for a good Adult Educator:

Personal developmen tarea / ethic dimension

- selfesteem
- Tolerance
- Responsibility
- communicationskills
- Empathy
- Flexibility

Professional development area

Organising stage – knowledge dimension

- Knowledge about how adults learn and understanding the psychology of adults
- Knowledge of methods in AE and learning
- Skills in preparing value-based (democratic and humanistic) programmes
- Planning and organisational skills
- Good knowledge of the subject

Performance stage – skills dimension

- Ability to motivate for learning – before, during and after the learning process
- Development of learning environment in accordance with students' needs, focusing on self-directed learning
- Skills to activate learners

Evaluating stage – Organisational dimension

- Skills in self-reflection and critical thinking
- Skills in evaluating and promoting self-evaluation in oneself and students

Principles for curriculum development :

- Curricular decisions taken within the frame of education for adult educators must take into account the following set of basic principles:

    1. a plural understanding of the concept of Adult Education;

    2. the notion of Adult Education as a process of permanent education;

    3. the recognition of Adult Education as a practice which promotes democracy and cosmopolitism;

    4. the value of the educational dimension of social practices;

    5. the notion of Adult Education as a field of diversified social practices, modes and levels of intervention; and 6. the need for education and training devices which promote the articulation between theory and practice. (p. 17)

Reference group:

Adult educators

Project aims:

The project corresponds to needs in Europe expressed by the partner countries as well as those documented in European education policy documents.There is a need to discuss the importance and relevance of the adult educators' training at international level with the European partners and to analyse European Union policies for Adult Education and training in order to develop a core curriculum for adult educator training in all the countries involved.The core curriculum can then be modified and supplemented according to the needs, policies, history and culture of each country involved.

Project information:

Grundtvig Project 2004-06;

Partner countries: EE (Coord.), HU; IE; LT; LV; NOT; PT; SE

Follow up to Nordic – Baltic project "Learning 4 Sharing"; Partners:

Coordinator: Estonian Non-formal Adult Education Association

Main projectoutcomes:

- revised Minimum Set of Criteria for a Good Adult Educator (based on the one developed in the earlier project L4S)
- a European training course for adult educators (face-to-face, and web-based / blended learning modules)
- Manual: http://www.folkbildning.net/agade/int_project.pdf

Title: Validation of informal and non-formal psycho-pedagogical competencies of adult educators (VINEPAC)

Project website: www.vinepac.eu

Competence Model / Definition developed in the project:

Trainers' Competencies / Competence Clusters

- **Knowledge**
  - Initial knowledge of psycho-social profile of the adult
  - Knowledge of the group characteristics
  - knowledge base in own content area

- **Training/Management**
  - Needs analysis
  - Preparation of training
  - Training programme delivery
  - Use of technology and resources (time, material, space, people)

- **Assessment and Valorisation of learning**
  - Develop work with learners to identify their needs, strengths and goals, and advices or refers them to appropriate programmes and levels of instruction
  - Use of assessment results on a regular basis to plan lessons, develop curricula, monitor progress towards objectives and goals and verify learning
  - Monitoring of learning beyond simple recall of information using a variety of assessment strategies
  - Structuring and facilitating ways for learners and peers to evaluate and give feedback on their learning and performance, through reflection and self assessment
  - Guiding learners in the development and ongoing review of their educational plans
  - Use of qualitative methods to valorise the learners progress

- **Motivation and Counsellling**
  - Sharing information with learners and colleagues about additional learning resources, educational opportunities and options for accessing support services
  - Making referrals to appropriate resource when guidance and counselling needs are beyond own expertise
  - Guides learners in the development and ongoing review of their educational plans

- **Personal and Professional Development**
  - Analysis of the needs and opportunities of professional development
  - Demonstrating interest for self development

- **Open Category** (Competences that you may want to add!)

Reference group:

All educators defined as trainers with at least 150 hours teaching experience

Project aims:

Background:

often job relevant competences of PR-trainers are not covered by traditional qualification documents. as these competences have been acquired in less traditional and official learning contexts and through a variety of working experiences, they become difficult to standardised and validated, especially as in different countries there are different contexts

Project aims:

VINEPAC aims to:

- support the validation of competences of adult educators on European level

- make a contribution to professionalisation of adult educators in Europe and to quality management in the field of Adult Education in Europe (p. 2)

- help adult educators to draw – through a reflective and evaluative process - a clear picture of the quality and the range of the competences related to their your performance as an adult educator. This will help them in their career and development, for example when they enrol in a new study programme or apply for a new job (p. 5)

Project information:

Leonardo da Vinci-Project, 2006-08;

Partner countries: DE; ES; FR; MT; RO (COord)

Coordinator: Romanian Institute for Adult Education (IREA)

Project products:

- a set of instruments ("VALIDPACK"), which creates a framework for the documentation and the evaluation (self-evaluation + external evaluation + consolidation) of competences of adult educators, no matter whether they have been acquired in formal, non-formal or informal learning contexts), including:
    o mindmap,
    o reflection on biography,
    o reflection on competences,
    o observationchecklist, interview grid,
    o validationsheet.
    o guidelines for the use of the instruments

Project website: www.flexi-path.eu/

Competence Model / Definition developed in the project:

Competence Clusters and fields

Cluster Learning

- Curriculum and subject development – initiate and monitor curriculum design and development

- Personalisation – ensure individual learners are supported to optimise progression and achievement

- Metacognition – initiate and monitor learning and teaching strategies that enable effective individual learning

- Teaching and learning methods – ensure that staff and learners engage in activities that promote effective learning

- Fields of knowledge – obtain, analyse and apply information

- Learning resources – ensure sufficient and appropriate assignemnt to resources to support learning

- Quality improvement – monitor and evaluate learning programmes, using data for implementin improvement

- Acceditation and validation – lead on awarding bodies' QA and ensure appropriate accreditation pathways are adopted

- Specialist subject knowledge – maintaining a high level of technical preparedness within your principal curriculum area

- Learner progression – within and across curriculum and institutional boundaries

- Evaluating learning – recognising and responding to the challenges for and the successes of learners

Cluster People

- External relations – maintaining relationships with all stakeholders

- Marketing – demonstrating, in highly visible ways, the responsive nature of the organisation to individual and collective adult learning needs

- Learner engagement – keeping ‚the learner' as the central concern of the organisation

- Communication – demonstrating that you communicate effectively with all employees within your organisation and in your wider networks

- Information, advice and guidance – ensuring that learners individually and collectively are supported to enter, enjoy and progress through and beyond their specific learning activitiy

- Context and community – ensuring that your organisation remains a listening and responsive body, capable of changing to meet local expectations and needs and ensure the organisation is the right place to learn

- Community development – contributing to empowerment of individuals and groups and enhancing the wider social and economic development of the various communities in the area of benefit

- Diversity and equality – inclusion, equality of opportunity, intercultural awareness and engagement

- Employer engagement – maintaining links with human resources and technical experts to ensure a responsive approach to meeting their learning agendas
- Rights, responsibilities and restrictions – demonstrate a balanced approach to challenging attitudes and behaviours
- Intergenerational learning – contribution to age-inclusive strategies for adults of all ages that are mutually advantageous for children

Cluster Practice

- Organisational strategy – developing a client centred Lifelong Learningculture within the organisation which responds to political, social and economic issues
- Financial management – financial planning and budget management
- Accountability – ensuring that the delivery of adult learning in your organisation adheres to local, national and European principles and priorities and identifying and planning for risk
- Programme development – achieving a balance of activity that, within available resources, reflects organisational priorities, attracts learners and meets community needs
- Premises and facilities – managing the infrastructure to allow the provision of a quality adult learning service
- Sustainability – balancing protection of the organisation, the local economy and the environment
- Leadership – inspiring and leading change within your organisation
- Team management – leading performance improvement within your team and responding to underperformance
- Staff development and appraisal – ensuring your staff explore and reach their potential, managing performance and improvement
- Professional development – being aware of your own professional development
- Learner responsiveness – listening and responding to the concerns of individuals and groups of learners

Reference group:

Adult educators with substantial experience, normally employed at a management/leadership level

Project aims:

The Flexi-Path project was undertaken on the basis that in the AE field across Europe, there are many professionals with competences and functions that are of the hieghest levels of the EQF. It was recognised however that the training itineraries are very different, and until now the training and professionalisation systems of the sector haven't allowed the wider recognition and comparability of qualifications. Agencies have the challenge of recognizing the learning and the competences of these professionals, who in turn have limited opportunities to acquire jobs and training opportunities

Project aims:

- facilitate the transparency and recognition of adult educator qualifications across Europe making them comparable by having a common reference (EQF) and a common Master adult educator profile which promotes the idea of mobility through standardised educational programmes and qualification levels.

- enhance the recognition and valorisation of adult educator learning that has occurred within non-formal and informal settings by the means of a validation instrument.

- develop higher transparency and comparable qualifications to advance the mobility of adult educators on the European labour market.

The validation instrument will help adult educators

- become more aware of the knowledge and skills they have in present

- enable them to plan their further professional development.

Project information:

Leonardo Project

2008-10

Partner Countries: CH; DE (Coord); EE, ES; IT; RO; UK

Coordinator: German Institute for Adult Education (DIE)

Main Project Outcomes:

- Master adult educator profile (a set of skills, knowledge and competences defined and described by the partners to measure qualifications of adult educators in Europe on the 7th EQF level)

- validation instrument to certify adult educator competencies (it will be designed in form of a handbook to record and document acquired formal and non-formal competences. The instrument will be geared to the self-validation instrument if the European project VINEPAC

Title: Key Competences of Adult Learning Professionals

Project website: http://ec.europa.eu/education/more-information/doc/2010/keycomp.pdf

Competence Model / Definition developed in the project:

Generic competences

(competences that are relevant for carrying out all activities in the adult learning sector. Every professional working in the sector ought to possess these competences regardless of whether they carry out teaching, management, counselling or administrative activities)

A1) Personal competence in systematic reflection on one's own practice, learning and personal development: being a fully autonomous lifelong learner.

A2) Interpersonal competence in communicating and collaborating with adult learners, colleagues and stakeholders: being a communicator, team player and networker.

A3) Competence in being aware of and taking responsibility for the institutional setting in which adult learning takes place at all levels (institute, sector, the profession as such and society): being responsible for the further development of adult learning.

A4) Competence in making use of one's own subject-related expertise and the available learning resources: being an expert.

A5) Competence in making use of different learning methods, styles and techniques including new media and being aware of new possibilities and e-skills and assessing them critically: being able to deploy different learning methods, styles and techniques in working with adults.

A6) Competence in empowering adult learners to learn and support themselves in their development into, or as, fully autonomous lifelong learners: being a motivator.

A7) Competence in dealing with group dynamics and heterogeneity in the background, learning needs, motivation and prior experience of adubeing able to deal with heterogeneity and groups.

Specific competences linked tothe learning process:

B1) Competence in assessment of prior experience, learning needs, demands, motivations and wishes of adult learners: **being capable of assessment of adult learners' learning needs**.

B2) Competence in selecting appropriate learning styles, didactical methods and content for the adult learning process: bein**g capable of designing the learning process.**

B3) Competence in facilitating the learning process for adult learners: **being a facilitator of** knowledge (practical and/or theoretical) **and a stimulator of adult learners' own development.**

B4) Competence to continuously monitor and evaluate the adult learning process in order to improve it: **being an evaluator of the learning process.**

B5) Competence in advising on career, life, further development and, if necessary, the use of professional help: **being an advisor/counsellor**.

B6) Competence in designing and constructing study programmes: **being a programme developer**.

Specific competences supportive to, or indirectly related to the learning process:

B7) Competence in managing financial resources and assessing the social and economic benefits of the provision: **being financially responsible**.

B8) Competence in managing human resources in an adult learning institute: **being a (people) manager**.

B9) Competence in managing and leading the adult learning institute in general and managing the quality of the provision of the adult learning institute: **being a general manager**.

B10) Competence in marketing and public relations: **being able to reach the target groups, and promote the institute.**

B11) Competence in dealing with administrative issues and informing adult learners and adult learning professionals: **being supportive in administrative issue**s.

B12) Competence in facilitating ICT-based learning environments and supporting both adult learning professionals and adult learners in using these learning environments: bein**g a ICT-facilitator**.

Reference group:

All professionals working in the AL sector, whether in a teaching, management or other roles

Project aims:

Aim of this study is to develop a common set of key competences that contribute to the development of a reference for Europe, which can be used by Member States on a voluntary basis. Furthermore, flexible and alternative pathways for transfer of competencies should be studied in order to allow progression in the profession, both in terms of function and levels, and transition between professional profiles, allowing more stability inside the adult learning sector

Project information:

Study published in 2010

The European Commission commissioned a study on key competences of adult learning professionals that can be used as a reference for developing a professional profile for staff working in the sector and thus improving the quality of adult learning

The study was carried out by Research voorBeleid in partnership with the University of Glasgow, University of Thessaloniki, and the University of Leiden

The study covered the 27 EU Member States, the EFTA countries which are member of the European Economic Area (Norway, Iceland, and Liechtenstein), and two of the three candidate countries (Turkey and Croatia).

Main project outcomes

Set of key competences of adult learning professionals which can be used for various purposes, including

- Selfassessmentandevaluation
- Selectionoftrainingcourses
- Action researchandactionlearning
- Development ofqualificationstructures
- Development ofeducationalprogrammes
- Developingqualitycertificatesandstandards

  etc.

Title: Qualifed to Teach (QF2TEACH)

Project website: www.qf2teach.eu/

Competence Model / Definition developed in the project:

Transnational catalogue of core competencies of ACE Learning Facilitators

Key Competence 1: Group Management and Communication

- o - Communicateclearly
- o - Manage groupdynamics
- o - Handle conflicts

Key Competence 2: Subject Competence

- o -Have specialist knowledge in their own area of teaching
- o -Apply the specialist didactics in their own area of teaching

Key Competence 3: Supporting Learning

- o - Support informal learning
- o -stimulate the active role of learners
- o -Have a broad repertoire of methods at their disposal
- o -Make use of the participants' life experience in the teaching activities

Key Competence 4: Efficient Teaching

- o - Tailor teaching offers for the needs of specific target groups
- o - Plan teaching offers according with the resources available (time, space, equipment, etc.)

Key Competence 5: Personal Professional Development

- o - Orientate themselves to the needs of participants
- o - Make use of their own life experience within the learning environment
- o – Recognise their own learning needs
- o - Set their own learning goals
- o – Be creative
- o - Be flexible
- o – Reflect their own professional role
- o -Evaluate their own practice
- o – Be self-assured
- o - Be committed to their own professional development
- o – Cope with criticism
- o - See different perspectives

Key Competence 6: Stimulating learning

- o - Motivate
- o - Inspire

Key Competence 7: Learning Process Analysis

- o Monitor the learning process
- o Evaluate the learning outcomes
- o Conduct regular formative assessment and learner /teacher dialogues
- o Assess the entry-level of learners

Key Competence 8: Self-competence

- o Be emotionally stable
- o Be stress-resistant
- o Analise learning barriers of the learner
- o Be authentic
- o Proceed in a structured way
- o Be open minded

Key Competence 9: Assistance of learners

- o Create a safe learning atmosphere (not intimidating)

- Enable learners to apply what they have learned
- Be attentive
- encourage learners to take over responsibility for their future learning processes
- Be empathic
- Encouraging collaborative learning among learners
- Provide support to the individual learner
- Listen actively
- Be available/accessible to learners
- Assess the needs of the learner

Reference group:

Adult Learning Facilitators. This term refers to a variety of professional roles such as teachers, trainers, coaches, guidance and counselling staff and others. What these roles have in common is that a major part of the professional activity takes place in direct contact with the adult learner(s) and consists in initiating, supporting and monitoring the learning processes of these adults.

Adult Learning Facilitators work in various contexts covering the entire field of Adult and Continuing Education (ACE) including:

- formal Adult Education institutions offering basic, general and vocational education and training,
- non-formal education institutions offering popular education, and
- work-related training and development mainly of non-formal character.

Project aims:

"Teaching" - which can be considered the classical aspect of the work of most adult and continuing education professionals - has become an ever more complex activity in the last decades: teachers increasingly need new and enhanced skills and competencies (e.g. counselling skill, intercultural skills etc.).

Older initiatives to define standardized qualification frameworks for Adult Educators have not sufficiently reflected these new challenges. More modern attempts are still in a primary stage and, moreover, restricted to the national level. There have been no attempts to join these activities on the European level.

The project aims to determine the core competencies needed by teachers in adult and continuing education today and in the near future by conducting an expert-panel research design (Delphi study).

On the basis of the results – i.e. on the basis of what, according to the experts, teachers in ACE should be able to know and to do – proposals for sectoral qualification frameworks for this group will be developed

Project information:

Leonardo da Vinci Project

2009-11

Partner countries: CH, DE (Coord), IT, NL, PL, SE, TO, UK

Coordinator: German Institute for Adult Education (DIE)

Main project outcomes

- Transnational catalogue of core competencies of Adult Learning Facilitators
- Proposals for national and transnational Qalifications Frameworks for Adult Learning Facilitators

Introduction

The following time tables and instructional plans hopefully will give you some help organising Curriculum globALE courses. Even though you have the Curriculum itself and this training concept in hands there still remains a lot of work to do.

Finding information and material

The curriculum and the training concept are planned for working with different groups in different countries. There are certain parts of the modules where preparing the learning event you should find information and material. This is of great importance for the 1st module because there the participants get basic information about the educational system, Adult Education and political developments, which are important for them. Some ideas how to find information and material you find in the introduction to the 1st module.

Adapting methods and time frames

Working with this material you should adapt the time frame according to the conditions of your courses. E.g. it might be that you start earlier or later than 9.30 a.m. or that you don't have three or four consecutive days for a module. However you organise the work you should take care that every working sequence has a clear structure with a good start and end.

Adapting the time frame also is a task regarding every unit of the modules. The time tables of this concept all have the same structure: 1.5 hours work followed by a short coffee-break and on midday by a longer lunch break. You can and you should change this if it seems convenient. The same can be said about the subjects of every unit. For some of the subjects you and your group might need more for others less time than is planned in our time tables. You shouldn't hesitate to give the learning and working on every subject sufficient time (but not more).

We suggest to change methods to give the participants some ideas of how to organise teaching and learning processes in a good way.

- **Lecture:** There are certain points where you should give a well informed and structured input. Normally things are easier and people can follow your lecture better if your speech is supported by media. Very often PPP is standard procedure for these situations. But it can be a good idea to choose other media. Working with pre-fabricated media like PPP you can concentrate on the things you want to say, but sometimes it's better to 'let things grow', work out the information and ideas you talk about and at the same time to work out the main points or a picture or a scheme etc. on a classical black or a modern white board.
- **Discussion:** A vivid discussion offers good opportunities to see different aspects of a subject. Without any writing (on a black/white board or on flip chart) the results and deeper insights often disappear. If necessary you can change the way of protocol (e.g. instead of continuously writing, making short breaks to write down the main points of a part of the discussion, instead doing it all, let participants alternately do the job, so that you are freer to participate and/or moderate the discussion.

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[23] The training concept has been developed based on an earlier version of Curriculum globALE and does not reflect the content of all modules

- **Small group work:** There are several arguments why small group work sometimes makes sense. The number of groups (and of group members) depends on the size of the whole group, the subject and the material you have or you can prepare. You should alternate the size of the small groups and the membership to intensify contacts between all participants. After each small group working period you should have enough time to introduce / present the most important results of group work in plenum.
- **Individual work:** Individual work normally happens between the modules when the participants are at home/at work. Notwithstanding it sometimes helps to concentrate on a new subject or task if you start with an individual exercise. Or it helps to collect previous experience and knowledge with a subject without interference of other participants.

In Adult Education as generally in life the first meeting is very important and it starts when it starts. To remind you that every day the group has to come together socially and psychologically and should continue with its work, especially if the last meeting has not been the previous day but some time ago, all the days start with a welcome and connecting to prior work, therefore in the plans you find the Connecting at the beginning of every day.

The Connecting normally is more important and more difficult if and when there was a certain time since the group has met for the previous module. The Connecting should give space to report and discuss the things the participants have learned and/or experienced in the mean time.

Evaluation methods

Every module and every day should end with some thoughts about further learning subjects and an evaluation. At the end of each module you should take your time to prepare things which should be done, searched and/or read in between the modules.

We didn't propose certain evaluation methods in the instructional plans. There are different methods of evaluation:

- **spoken or written:** very often questionnaires are used to evaluate but you also find evaluation rounds or other types of spoken evaluation. The spoken one normally is easier and means less work you would need otherwise to prepare and interpret questionnaires. On the other hand during evaluation rounds sometimes you can see group dynamics at work, because opinions some learners articulate inspire/influence/provoke others when it's their go. And some people might take their time to think about their view more deeply before filling out a questionnaire.
- **standardised or non-standardised:** For questionnaires mostly both types of questions are used. Standardised parts easier to subsume and offer comparable data but non-standardised sometimes can give you more inspirations for improvements.
- **in public or in private:** It makes a difference if the learners articulate their opinion in public, e.g. in an evaluation round at the end of a working day or a module, or if they write it down only for the eyes of the trainer and/or the evaluating body. An evaluation also can be written in public on flipchart paper so that everybody can compare her/his own view with other people's opinions.

It's up to you to decide how you evaluate each day and each module. Changing the method from time to time gives the participants a good model and offers possibilities to get some experience with different methods.

As you see in the time table of the 1st module we propose that you introduce the subject evaluation at the end of the 1st day before you start to evaluate the day. You should give the participants some basic information about evaluations sense and methods and explain the rules (e.g.: during spoken evaluation rounds others opinions shouldn't be commented).

Approaching Adult Education

The 1ˢᵗ module should give some central ideas about Adult Education, its aims and terms and its institutional and professional dimensions.

It might be evident that in this paper we can't give you detailed information about all countries. So preparing this module you should collect and organise some information about the educational system and about the history of Adult Education in your own country. There shouldn't be a problem to find some printed and electronic sources you can use for that (e.g. internet sources and publications of ministries, educational organisations etc.).

To get an overview of educational systems in different countries you can use international databases as the following.

- http://www.bildung-weltweit.de/zeigen_e.html?seite=6680: Internet guide to education systems worldwide
- http://stats.uis.unesco.org/unesco/ReportFolders/ReportFolders.aspx UNESCO-page with educational data worldwide
- http://www.ibe.unesco.org/en/services/external-links/national-education-agencies.html UNESCO-page with links to national / regional institutions worldwide

To find information about the history of Adult Education the following aspects might be important:

- Which practical and theoretical influence -had socio-economic groups and movements, religious groups and institutions, the state (perhaps not only on the central but also on the federal level)?
- Were there changes of the socio-economic system (e.g. industrialisation, post-industrialisation) which influenced the development of Adult Education?
- What about changes of the political system and their importance for Adult Education?

Regarding the subjects of the days 3 and 4 the above mentioned 'adapting the time frame' has special importance. You should decide how long and how detailed you concentrate on the educational system and the professional situation of Adult Education in your country. The institutions and the political and administrative aspects can be more or less complicated and the analysis therefore more or less time consuming. It also depends on the group, their previous experience and knowledge. E.g. it makes a big difference if you have participants with a lot of professional experience in education (inside or outside of Adult Education) or if their most important experiences with education were made when they went to school, college and/or university.

Time Table

Time	Day 1	Day 2	Day 3	Day 4
9.30 - 11.00	A. Welcome, Introduction, expectations, objectives General overview	E. CONNECTING Main Topic of this day: Why Adult Education? Individual perspectives: Lifespan development, transitions and crises	I. CONNECTING Main Topic of this day: education system and Adult Education Education system: its main characteristics and components	M. CONNECTING Main Topic of this day: Working in Adult Education Teaching, arranging, facilitating: trainers in Adult Education
11.00 – 11.30	Coffee / Tea			
11.30 – 13.00	B. Learning adults: experiences, settings and terms	F. Individual perspectives: Lifespan development and Adult Education	J. Adult education as part of the education system: history and actual situation	N. Managing Adult Education
13.00 – 14.30	Lunch			
14.30 – 16.00	C. Adult education: terms and structure	G. Socio-economic perspectives: Adult Education, labor market and politics	K. Research and theory in Adult Education I	O. Competences, obligations and possibilities of adult educators
16.00 – 16.30	Coffee / Tea			
16.30 – 17.30	D. Roots and history of Adult Education Evaluation: why and how?	H. Adult education today and tomorrow: Lifelong Learningin modern societies	L. Research and theory in Adult Education II	P. Working in Adult Education: preparing field interviews
17.30 – 18.00	Evaluation & Preparation of further learning			

Instructional Plan

	Session	Learning objectives	Contents	Methods	Material	Comments
A.	Welcome Introduction, expectations, objectives, general overview	Start the relationship with other participants and trainers Formulate and discuss expectations Know the programs details Articulate and evaluate personal experiences in the field of Adult Education Know administrative and housekeeping arrangements and adapt them if convenient and possible	Introduction Expectations Group dynamics Course objectives and structure	Presentation Duo-interview Presentation round Discussion Résumé and/or amendment	Course timetable General objectives written on flipchart Flipchart, markers, masking tape	If some participants know each other, you should mix the interview-duos
B.	Learning adults: experiences, settings and terms	organise participants' experiences with adult learning using the conceptual terms formal, non-formal and informal learning knowing the consequences of the terms and being able to use them as conceptual frames	Exchange about learning experiences Organising the experiences using central terms for adult learning	Introduction Small group / duo work: „learning experiences in my life", each group/duo jotting down a certain number of participants' own learning experiences, pinning the notes to the board Organising the experiences-notes following the differentiation between formal, non-formal and informal learning Discussion	Small paper sheets/paper cards, pin board, Flipchart, markers, masking tape	You should give room to collect different experiences and to combine them with theories and empirical findings
C.	Adult education: terms and structure	Knowing structural terms Reflecting about implications and consequences of	Terms and concepts of vocational training, further education,	Lecture Discussion Résumé and/or	Presentation material (PPP if suitable)	Sometimes different terms are used for the same

	Session	Learning objectives	Contents	Methods	Material	Comments
		different forms of Adult Education	Adult Education, media based trainings etc.	amendment		phenomena or the same term is used with different meaning. To prevent misunderstanding you should inform the participants about that and about the terms used during this training.
D.	Roots and history of Adult Education[24] Evaluation: why and how?[25]	Knowing important institutions and concepts of adults educations history Understand today's Adult Education as influenced by historical developments	Historical changes and Adult Education Social and economic change and Adult Education Some principals and aims of evaluation	Lecture Discussion Brief introduction: Evaluation	Presentation material (PPP if suitable) Alternative: a time line (a clothesline through the working room), cards with important historical data of politics, educational policy and of Adult Education	You should try to connect important events and developments of Adult Education with general knowledge of your nations/regions history
E.	Individual perspectives: Lifespan development, transitions and crises	Knowing central terms for lifespan development of adults, different stages and parts of adults' life, meaning of transitions and critical incidents	Early adulthood, middle age, old age Transitions, critical incidents Job and family as referring points for lifespan development	Introduction Small group work: Personal experiences with transitions and changes in adulthood Presentation of group works results Discussion Presentation	Small paper sheets/paper cards, pin board, Flipchart, markers, masking tape Presentation material (PPP if suitable) Photographs of adults in different stages of adulthood	You should give room to collect different experiences and to combine them with theories and empirical findings

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[24] The subject historical development of adult education will be deepened in sequence J of this module.
[25] This should just be a short introduction to prepare the afterwards starting evaluation during the modules. Evaluation will be a subject of more intense work in a latter module.

	Session	Learning objectives	Contents	Methods	Material	Comments
F.	Individual perspectives: Lifespan development and Adult Education	Combining the analysis of adulthood in today's society with reflecting about Adult Educations possibilities to support adults	Historical changes: life expectance, more flexible age and aging norms, pluralism of adulthood models Types of Adult Education for parenting, job development and other lifespan development tasks Individual benefits of Adult Education	Small group work (2 or 3 of them): Pictures of historical changes (organising a small commented exhibition of historical pictures) Presentation of program examples Duo-work: ideas for new supporting learning events Presentation Discussion Résumé and/or amendment	Adult life (family, working, feasts etc.) pictures / photographs of different eras Examples of Adult Education programs with events treating lifespan development aspects Presentation material (PPP if suitable)	Pictures and/or historical material offers the opportunity of a
G	Socio-economic perspectives: Adult Education, labor market and politics	Participants should understand the social and economic function of Adult Education and the different interests regarding its development.	Education, economy and labor market relationships Social and economic changes and educational needs Social and economic benefits of Adult Education	Lecture Discussion Résumé and/or amendment	Presentation material (PPP if suitable) Flipchart or board	
H.	Adult education today and tomorrow: Lifelong Learningin modern societies	Understanding reasons, aims and instruments of Lifelong Learningprograms and projects	Aims and instruments promoting Lifelong Learning Combining formal, non-formal and informal ways of adult learning Blended learning Guidance, teaching and learning	Duo work: The future of adult life and learning 30/50 years from now. Discussion Lecture Discussion Résumé and/or amendment	Presentation material (PPP if suitable) Flipchart or board	The duo work at the beginning of this session might help to open minds for questions about the future of Adult Education.
I.	Education system: its main	Refresh and deepen the understanding of the	Primary, secondary, tertiary education	Introduction Small groups: the	Small paper sheets/paper cards,	

	Session	Learning objectives	Contents	Methods	Material	Comments
	characteristics and components	complex educational system	Educational careers and transitions in the educational system Making educational policy	education system, experiences, knowledge and questions Presentation of work results Discussion Lecture: Actual developments and topics in educational policy	pin board, Flipchart, markers, masking tape Presentation material (PPP if suitable) Newspaper clippings[26]	
J.	Adult education as part of the education system: history and actual situation	Understand place and role of Adult Education in the educational system Analysing similarities and differences between Adult Education an primary/secondary/tertiary education Knowing main players in Adult Education	Important phases and events in the history of Adult Education	Lecture Discussion Small group work, 3 groups: a.) school b.) university c.) vocational training and Adult Education. similarities and differences Presentation Discussion Résumé and/or amendment	Small paper sheets/paper cards, pin board, Flipchart, markers, masking tape Presentation material (PPP if suitable)	
K.	Research and theory in Adult Education I	Knowing central subjects and instruments of research in Adult Education Being able to analyze methods and settings of research and interpret findings	Research methods Research design Aims and design of research in Adult Education	Lecture Discussion Résumé and/or amendment	Presentation material (PPP if suitable) Flipchart or board	
L.	Research and theory in Adult	Knowing central subjects and instruments of research	Research methods Research design	Introduction Group work: research	Short characteristics of	If the participants have prior

[26] You can use the internet, e.g. news search portals like yahoo news to look for news and articles about educational policy.

	Session	Learning objectives	Contents	Methods	Material	Comments
	Education II	in Adult Education Being able to analyze methods and settings of research and interpret findings	Aims and design of research in Adult Education	projects Presentation of work results Lecture Discussion Résumé and/or amendment	research projects in Adult Education[27] Presentation material (PPP if suitable) Flipchart or board	knowledge with social science and research you should try to carve out the important points of research in Adult Education. If they don't have such prior knowledge they should get an idea how to find, understand and assess empirical findings in Adult Education.
M.	Teaching, arranging, facilitating: trainers in Adult Education[28]	Knowing different working fields of adult educators Reflecting about competences for these fields.	Teaching Arranging adult learning environments Facilitating adult learning	Introduction Small group work, 3 groups: a.) teaching b.) arranging c.) facilitating. Things to do and know Presentation Discussion Lecture Discussion Résumé and/or amendment	Small paper sheets/paper cards, pin board, Flipchart, markers, masking tape Presentation material (PPP if suitable)	This is only a short introduction. The subject will be treated in the modules 2 to 4 more profoundly.
N.	Managing Adult Education[29]	Understand the managing perspective in Adult Education	Planning and organising Adult Education Political, legal and administrative conditions of management Economy and finance	Lecture Discussion Group work: managerial tasks Presentation Discussion Résumé and/or amendment	Practical examples (course planning, legal aspects, finances of trainings or other issues of management) to be solved/treated by working groups	This is only a short introduction. The subject will be treated in module 5 more profoundly.

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[27] To find suitable projects and project-descriptions you should search national databases and/or link lists like http://www.eaea.org/topics.php?topic=107
[28] The issue will be deepened in module 3 and 4.
[29] The management issue will be deepened in module 5.

	Session	Learning objectives	Contents	Methods	Material	Comments
					Presentation material (PPP if suitable) Flipchart or board	
O	Competences, obligations and possibilities of adult educators	P. should understand legal and ethical foundations and limits of adult educators' work They should get a first sketch of adult educators' competences	Legal foundations of Adult Education Ethical dimensions of Adult Education	Lecture Discussion Résumé and/or amendment	Presentation material (PPP if suitable) Flipchart or board	
P.	Working in Adult Education: preparing field interviews	Combining and arranging information about Adult Education given during earlier sequences of the module to structure field research	Collecting and organising questions and ideas for interviews	Introduction Individual or small group work: collecting ideas Presentation Discussion Decisions about the interviews	Small paper sheets/paper cards, pin board, Flipchart, markers, masking tape Presentation material (PPP if suitable)	The field work should be first mentioned during the first day of the module. The participants can think about possible interview partners and/or ask for help finding them.

Adult learning and adult teaching

Time Table

Time	Day 1	Day 2	Day 3
9.30 - 11.00	A. CONNECTING General overview Working in Adult Education	E. CONNECTING Main Topic of this day: Learning styles, techniques and problems Learning preferences and learning styles	I. CONNECTING Main Topic of this day: Learning and teaching How to support learning
11.00 – 11.30	Coffee / Tea		
11.30 – 13.00	B. Learning domains and experiences	F. Learning styles	J. Self-directed and organised Learning
13.00 – 14.30	Lunch		
14.30 – 16.00	C. Learning: paradigms and research	G. Learning techniques and learning problems I	K. Promoting attendance in Adult Education
16.00 – 16.30	Coffee / Tea		
16.30 – 17.30	D. The learning of adults	H. Learning techniques and learning problems II	L. Preventing drop out in Adult Education
17.30 – 18.00	Evaluation & Preparation of further learning		

Instructional Plan

	Session	Learning objectives	Contents	Methods	Material	Comments
A.	General overview Working in Adult Education	Participants should get a general understanding of the module as part of the curriculum Presenting and interpreting the interviews with people working in Adult Education the participants should reflect on competences and job possibilities in Adult Education	Labor market situation in Adult Education	Introduction Presentation of interview results by participants Discussion Lecture: Working in Adult Education Discussion Résumé and/or amendment	Flipchart or board, markers Presentation material (PPP if suitable)	The interviews perhaps can give important stimuli for discussions about working in Adult Education. If there are data about Adult Education as a labor market in your country available you should give a short overview.
B.	Learning domains and experiences	P. should understand the variety of "learning" and know categories to analyze and organise them in taxonomies.	Cognitive, affective and psychomotor learning domains Learning taxonomy models	Introduction Presentation: Learning domains and taxonomy models Group work: my/our learning experiences and the different domains of learning Presentation Discussion Résumé and/or amendment	Presentation material (PPP if suitable) Small paper sheets/paper cards, pin board, Flipchart, markers, masking tape	You should give room to collect different learning experiences and to organise them following the structure you explained in the presentation.
C.	Learning: paradigms and research	Understand different paradigms and approaches Analyze different perspectives and interpret research findings Consequences of	Behaviorism, cognitivism and constructivism: perspectives and variations	Introduction Presentation: Learning paradigms and research Discussion: Consequences of theories and	Presentation material (PPP if suitable)	

	Session	Learning objectives	Contents	Methods	Material	Comments
		different paradigms for the organising of learning processes		research for the teaching and learning of adults		
D.	The learning of adults	Analyze similarities and differences between adults' and children's learning Compare different theories of ageing and analyze implications for adult learning	Measuring intelligence Fluid and crystallised intelligence Ageing theories and research: the biology, psychology and sociology of ageing	Duo-work: Interview about "things I learned last month/year" Lecture: changes of adults intelligence Discussion Two working groups, a.) biological perspectives, b.) psychological and sociological perspectives of ageing Presentation Discussion Résumé and/or amendment	Presentation material (PPP if suitable) Small paper sheets/paper cards, pin board, Flipchart, markers, masking tape	If the interview partners don't remember enough learning situations they had during the month before, they might broaden the time frame up to the whole last year. The p. should get a broader view of the learning of adults. This includes not only organised learning events and material but also varieties of informal, self organised and/or casual learning.
E.	Learning preferences and learning styles	Participants should connect their own experiences with learning processes and typologies of learning styles	Learning strategies and techniques Learning styles	Individual work Trio work comparing the findings of the test Discussion	Self-test-questionnaire 'Learning style' Flipchart, markers Presentation material (PPP if suitable)	You can use one of the tests you can find in the internet[30]. The test shouldn't be to elaborated, e.g. a learning style inventory test might be too complicated. Certainly a quality check of the test you select is

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[30] An example**:** http://www.unf.edu/uploadedFiles/aa/coas/advising/learningstyles.pdf.

	Session	Learning objectives	Contents	Methods	Material	Comments
						recommended.
F.	Learning styles	Participants should know learning style inventories and give consideration to different learning styles when teaching adults.	Learning style concepts Educational consequences Differential didactics as a response to different learning styles	Lecture: Learning styles and learning preferences Discussion Résumé and/or amendment	Presentation material (PPP if suitable) Small paper sheets/paper cards, pin board, Flipchart, markers, masking tape	
G.	Learning techniques and learning problems I	Participants should identify different learning techniques and identify learning problems	Introducing new learning patterns Techniques to improve memorising Self-monitoring of learning as a learning technique Analyzing learning problems Solving of learning problems	Introduction Small group work: Memory hooks and tricks to support memory Presentation Discussion	Small paper sheets/paper cards, pin board, Flipchart, markers, masking tape	Learning problems mostly are related to learning techniques, therefore both topics are combined here in Session G, H and I.
H.	Learning techniques and learning problems II	As above (session G)	As above (session G)	Lecture: Learning techniques and learning problems Discussion	Presentation material (PPP if suitable) Flipchart or board, markers	As above (session G)
I.	How to support learning	As above (session G)	As above (session G)	Sampling: What trainers can do to support learning Discussion Résumé and/or amendment	Flipchart, board Flipchart or board, markers	As above (session G)
J.	Self-directed and organised Learning	P. should assess the advantages and disadvantages of self directed and organised learning.	Characteristics and variations of self directed and organised learning Advantages and disadvantages of	Duo work: mutual interviews about self directed learning projects and processes Discussion	Presentation material (PPP if suitable) Flipchart or board, markers	The lecture should fill the gaps which might appear, e.g. if the duo work and the discussion lacks the topic

		Session	Learning objectives	Contents	Methods	Material	Comments
				different learning arrangements	Lecture: Self-directed and organised Learning Discussion Résumé and/or amendment		'limits and problems of self directed learning' you should give it special emphasis in your lecture. On the other hand if the advantages of self directed learning are not mentioned you should elaborate them in your lecture.
K.		Promoting attendance in Adult Education	Participants should know main characteristics of attendance in Adult Education and strategies to promote it.	Socio-demographic factors of attendance in Adult Education Motives to visit learning events Educational needs and attendance	Small group work: "Why and when do adults come to Adult Education events?" Presentation Discussion Lecture: Adult education attendance: Impacts of gender, age, socio-economic situation Discussion Résumé and/or amendment	Presentation material (PPP if suitable) Small paper sheets/paper cards, pin board, Flipchart, markers, masking tape	It might be difficult to find precise data about Adult Education rates in your country. Sometimes we only can estimate or we find exact statistics in some parts of Adult Education while finding nothing in other parts. You should explain the situation and the difficulties so that the participants get a realistic view.
L.		Preventing drop out in Adult Education	P. should know main reasons for dropout in Adult Education and master basic strategies to prevent it.	Dropout factors Prevention strategies	Sampling: Reasons to go: Drop outs in Adult Education Lecture: Drop out in Adult Education Discussion Résumé and/or	Small paper sheets/paper cards, pin board, Flipchart, markers, masking tape Presentation material (PPP if suitable)	

	Session	Learning objectives	Contents	Methods	Material	Comments
				amendment		

Communication and group dynamics in Adult Education

Time Table

Time	Day 1	Day 2	Day 3
9.30 - 11.00	A. CONNECTING General overview Main Topic of this day: Communication, an introduction Communication: models, principles and key features	E. CONNECTING Main Topic of this day: Communication and groups Communication patterns, cultural and intercultural aspects of communication I	I. CONNECTING Main Topic of this day: Problems, conflicts and learning possibilities Birth, growth and death of groups in Adult Education
11.00 – 11.30	Coffee / Tea		
11.30 – 13.00	B. Verbal communication in Adult Education	F. Communication patterns, cultural and intercultural aspects of communication II	J. Group and roles
13.00 – 14.30	Lunch		
14.30 – 16.00	C. Nonverbal communication in Adult Education	G. Obstacles and misunderstanding in Adult Education	K. Typical and not so typical group conflicts
16.00 – 16.30	Coffee / Tea		
16.30 – 17.30	D. Professional communication in Adult Education, principles and techniques	H. Group and adult learning	L. Group leaders tool box
17.30 – 18.00	Evaluation & Preparation of further learning		

Instructional Plan

	Session	Learning objectives	Contents	Methods	Material	Comments
A.	CONNECTING General overview Main Topic of this day: Communication, an introduction Communication: models, principles and key features	Participants should get a general understanding of the module as part of the curriculum They should know the main communication models, principles and features	Basic elements and key features of communication Types and levels of communication	Introduction Lecture: communication models and key features Discussion Résumé and/or amendment	Presentation material (PPP if suitable)	
B.	Verbal communication in Adult Education	Participants should know and handle strategies and techniques to talk to	Verbal styles and cultural/individual habits Principles and techniques to support understandability	Introduction Small group work: verbal communication with different target groups Presentation Discussion Lecture: principles and features of understandability Discussion Résumé and/or amendment	Small paper sheets/paper cards, pin board, Flipchart, markers, masking tape Presentation material (PPP if suitable)	You can start this sessions or the understandability-part of it with a warm up exercise (like some tongue breakers in your maternal language or exercises actors use for warm up). It might be a good task for the small groups to let them explain the same topic for different types of people (age, gender, social and cultural background etc.) to find out more about the relationship between understandability and target group characteristics

		Session	Learning objectives	Contents	Methods	Material	Comments
C.		Nonverbal communication in Adult Education	P. should know the typology of communication ways	Nonverbal and paraverbal[31] communication Proxemic behavior[32] and its meaning Patterns of expression and perception	Communication exercise Lecture Discussion Résumé and/or amendment		
D.		Professional communication in Adult Education, principles and techniques	P. should know and apply professional principles and techniques of communication.	Principles of communication (respectful, motivating, mutual...) Components and techniques of communication (active listening, levels of communication, avoiding discussion killers, asking questions) Giving feedback, expressing and accepting criticism, in particular in the education context	Presentation: Professional communication in Adult Education, principles and techniques Discussion Résumé and/or amendment	Presentation material (PPP if suitable) Flipchart or board, markers	
E.		Main Topic of this day: Communication and groups Communication patterns, cultural and intercultural aspects of communication I	P. should know the cultural reasons of communication styles and rules and understand the nature of intercultural communication problems or conflicts.	Cultural patterns of communication Verbal and nonverbal communication and its cultural roots Misunderstanding and conflict and intercultural communication	Small group work: "When communication goes wrong. Stories of misunderstanding and conflict" Presentation Discussion		

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[31] Paraverbal: Audible signals accompanying verbal expressions like "Ehm", breaks or dialectal variations of words.
[32] Proxemic behavior: Signals produced by positioning of communicators to each other like distance zones related to the grade of knowing each other and/or nearness.

	Session	Learning objectives	Contents	Methods	Material	Comments
F.	Communication patterns, cultural and intercultural aspects of communication II	As above (session E)	As above (session E)	Lecture: Communication patterns, cultural and intercultural aspects of communication Discussion Résumé and/or amendment	Presentation material (PPP if suitable) Flipchart or board, marker	If the members of the learning group have different cultural backgrounds/roots they could introduce their personal experience with intercultural communication problems.
G.	Obstacles and misunderstanding in Adult Education					
H.	Group and adult learning	The participants should connect the experiences made with the training group with main aspects of group theory and research.	Group theory and research	Individual work: "My view of our training groups history" Presentation round Discussion Résumé and/or amendment	Flipchart or board, marker	This is the 4th module which means that the group of participants soon has its own small history of developing, of conflict, of establishing etc. Therefore it might be a good first step into the topic group development to take this group as an example.
I.	Main Topic of this day: Problems, conflicts and learning possibilities Birth, growth and death of groups in Adult Education	The p. should know main concepts of group dynamics and get a first hint of the consequences for Adult Education.	Group dynamics Inter- and intragroup dynamics Stages of group dynamics	Introduction Lecture: Group dynamics Discussion Résumé and/or amendment	Presentation material (PPP if suitable) Flipchart or board, markers	
J.	Group and roles	The p. can	Roles of trainers, role	Small group work: different	Handouts for the	

	Session	Learning objectives	Contents	Methods	Material	Comments
		differentiate between different roles and can analyze the influence of groups on role playing.	switching and role confusing	roles of trainers: a.) instructor, b.) facilitator, c.) moderator, d.) aide in learning processes Presentation Discussion Résumé and/or amendment	groups with a short description of role they shall work on. Small paper sheets/paper cards, pin board, Flipchart, markers, masking tape	
K.	Group conflicts	P. can analyze different sorts of conflict as inter-, intra- or Subgroup-conflict and know some strategies and techniques to influence the dynamics of conflicts.	Group dynamics and sub-group development Conformity and rebellion	Duo work: "Conflicts in Adult Education/school/univer sity I saw" Lecture: Group dynamics Discussion Résumé and/or amendment	Presentation material (PPP if suitable) Flipchart or board, markers	If there have been conflicts in this group they might be mentioned and analyzed during this session. It could bring the advantage that you can connect theory and research with a conflict which is known by all participants. On the other hand there is the risk that you start a conflict one again which is well buried till this moment.
L.	Group leaders tool box	P. should summarise the information and instruments of this module for their own purposes in Adult Education.	Selection of all previous contents of the module	Individual work: "Packing list of my personal tool box for Adult Education" Small group work: Comparing the boxes Presentation DiscussionRésumé and/or amendment	Small paper sheets/paper cards, pin board, Flipchart, markers, masking tape	

Methods of Adult Education

Time Table

Time	Day 1	Day 2	Day 3	Day 4
9.30 - 11.00	A. CONNECTING general overview Main Topic of this day: methods and beginning Typology and efficiency of methods	E. CONNECTING Main Topic of this day: Informing and teaching Preparing and structuring of lectures	I. CONNECTING Main Topic of this day: group work and individual work Trainer as moderator	M. CONNECTING Main Topic of this day: organising the learning environment and evaluation Preparing and organising the teaching and learning environment
11.00 – 11.30	Coffee / Tea			
11.30 – 13.00	B. Methods to start with	F. Informing people, techniques and principles	J. Preparing and organising the work of small groups	N. Evaluation methods
13.00 – 14.30	Lunch			
14.30 – 16.00	C. Planning learning/training events	G. Supporting lectures with media	K. Combining and integrating group work	O. Packing the method tool box
16.00 – 16.30	Coffee / Tea			
16.30 – 17.30	D. Planning learning/training events (cont.)	H. Teaching, learning and media	L. Preparing and organising individual work	P. Methods to end with
17.30 – 18.00	Evaluation & Preparation of further learning			

Instructional Plan

	Session	Learning objectives	Contents	Methods	Material	Comments
A.	CONNECTING general overview Main Topic of this day: methods and beginning Typology and efficiency of methods	Participants should get a general understanding of the module as part of the curriculum They should be able to arrange different methods of Adult Education and to assess their efficiency.	Typology of methods Criteria for methodological efficiency Efficiency of different methods	Introduction Lecture: typology of methods Discussion Small group work: advantages and disadvantages of different methods Presentation of work results Discussion Résumé and/or amendment	Presentation material (PPP if suitable) Small paper sheets/paper cards, pin board, Flipchart, markers, masking tape	P should report about their experiences about Adult Education methods as adult learners and/or as trainers and should combine them with the content of the module.
B.	Methods to start with	Participants should know different methods to start learning events and training days and know criteria to	Starting learning events Ice breaking methods Methods to organise and celebrate the first meeting in Adult Education	Introduction Role plays in small groups: entering first meetings in Adult Education Discussion Presentation: ice breaking methods Discussion Résumé and/or amendment	Presentation material (PPP if suitable) Small paper sheets/paper cards with short descriptions of ice breaking methods/games	If you have tried different methods to start during the first two modules you now can use these experiences as reference points.
C.	Planning learning/training events	P. should know the planning dimensions of Adult Education learning events and use instruments to plan and prepare events	Planning dimensions Planning tools	Introduction: planning Adult Education and instructional plans Individual work: planning a (part of a) learning event Small group work: presentation and	Presentation material (PPP if suitable) Small paper sheets/paper cards, pin board, Flipchart, markers, masking tape Prefabricated planning sheets (e.g. the	If the participants are planning to work in different field of Adult Education this is the opportunity to compare the planning condition in different fields and with different topics.

	Session	Learning objectives	Contents	Methods	Material	Comments
				assessment of plans	instructional plan structure of this training)	
D.	Planning learning/training events (cont.)	as before	as before	Introduction Presentation of work results Discussion Résumé and/or amendment	as before	
E.	CONNECTING Main Topic of this day: Informing and teaching Preparing and structuring of lectures	P. should have an overview how to search and how to structure information and planning criteria and techniques of lectures.	Organising information Structuring lectures	Introduction Lecture: Preparing and structuring lectures Discussion Résumé and/or amendment	Presentation material (PPP if suitable) Flipchart or board, markers	If there are participants who actually are planning a learning event you could take their project as an example which might help them and the whole group because a practical example might clarify things better.
F.	Informing people, techniques and principles	P. should connect everyday ways of informing people to professional teaching techniques.	Teaching as an adjustment process Explaining techniques	Duo-Work: typical faults while informing people Presentation Discussion: quality of informing Résumé and/or amendment	Small paper sheets/paper cards, pin board, Flipchart, markers, masking tape	
G.	Supporting lectures with media	P. should know different kinds of media. They should have criteria to select suitable media for certain purposes. They should know and consider technical	Types and dimensions of teaching-media Technical aspects of using media	Lecture: media Discussion Two groups 'advantages and disadvantages of certain kinds of media', group a: prefabricated media like PPP,	Presentation material with special emphasis on media you didn't use often during the training, e.g. if you mostly use PPP now you should show how to	Sometimes it's not good to show the right way by giving bad examples, but here it might be a good idea, e.g. to show bad presentations or typical mistakes

	Session	Learning objectives	Contents	Methods	Material	Comments
		aspects while using media in Adult Education.		group b: making media while lecturing (board, flipchart etc.) Presentation Discussion Résumé and/or amendment	use (white) boards, flipcharts, pictures etc. as supporting media for lectures.	like the 'twisted PPP-neck' while using media in the classroom.
H.	Teaching, learning and media	P. should get an overview of teaching and learning media and of criteria to use them for learning purposes.	Media and learning objects Technical aspects of media use	Introduction Exposition of media and objects Duo work, selecting one example of media or objects, preparing a presentation: How to use it Presentation Discussion Résumé and/or amendment	All media which are available Objects which can be used as learning media All media and objects should be presented as in an exhibition.	One important question is: Which media are available a.) for this training program and b.) for the participants' work in Adult Education?
I.	CONNECTING Main Topic of this day: group work and individual work Trainer as moderator	P. should know and be able to perform the role of a moderator of learning groups.	Moderation, its characteristics and possibilities Moderating techniques (introducing subjects, posing questions, summarising working and learning processes, provoking and/or solving conflicts).	Introduction Discussion: features of moderation Duo work: moderation tasks Presentation Discussion Résumé and/or amendment	Small paper sheets/paper cards, pin board, Flipchart, markers, masking tape Presentation material (PPP if suitable) Prefabricated sheets with 'typical' moderation tasks (e.g.: you should start a debate, should moderate a conflict, draw a discussions conclusion etc.)	In the beginning of this session you should use and integrate the experiences of participants with moderation.
J.	Preparing and organising the work of small groups	P. should know the advantages and	Characteristics of small group work	Lecture Discussion	Presentation material (PPP if	This one and the following session

		Session	Learning objectives	Contents	Methods	Material	Comments
			disadvantages of dividing learning groups in small groups and they should know different ways to organise group work.	Ways to organise small groups Essentials of small group tasks and working conditions (time frame etc.)	Introduction Small groups: essentials of organising and integrating group work	suitable) Small paper sheets/paper cards, pin board, Flipchart, markers, masking tape	are strongly connected so it might be wise to handle both with a certain overlapping.
K.		Combining and integrating group work	P. should know how to combine and integrate group work in the plenum. They should know how to support groups and how to solve typical working and learning problems.	as before	Presentation Discussion Résumé and/or amendment	Presentation material (PPP if suitable) Small paper sheets/paper cards, pin board, Flipchart, markers, masking tape	
L.		Preparing and organising individual work	P. should know how to combine and integrate individual work in the plenum. They should know how to support adult learners and how to solve typical working and learning problems.	Variations of individual work	Introduction Individual work: "When and why is it good to learn and work on my own?" Presentation: Variations of individual work Discussion Résumé and/or amendment	Presentation material (PPP if suitable) Flipchart or board	The subject 'individual work' is strongly related with the subject of the 2nd module.
M.		CONNECTING Main Topic of this day: organising the learning environment and evaluation Preparing and organising the teaching and learning environment	P. should be able to prepare rooms and material for learning events and get a first hint why and how to organise learning activities outside of the 'classroom'.	Classroom and learning Arranging learning rooms: criteria and techniques	Introduction Small group work: Description of rooms for learning events (e.g. a.) primary school classroom, b.) secondary school classroom, c.) lecture hall, d.)	Presentation material (PPP if suitable) Flipchart or board, markers	It might be a good additional "homework" to let the participants visit and observe different rooms of adult learning and report their observations.

	Session	Learning objectives	Contents	Methods	Material	Comments
				library) Presentation Discussion: What is a good learning environment and how can we achieve it? Résumé and/or amendment		
N.	Evaluation methods	P. should know the main ways of evaluation and the advantages and disadvantages of different methods.	Verbal and written feedback Rules for feedback rounds Standardised and non-standardised evaluation forms	"Exhibition" of feedback sheets Presentation Playful variations of feedback rounds Discussion Résumé and/or amendment	Feedback sheet examples (the more and the diverse the better) Presentation material (PPP if suitable) Material for playful variations (if needed) Presentation material (PPP if suitable) Flipchart or board, markers	It is recommended to combine this session with the evaluation of the training itself.
O.	Packing the method tool box	P. should summarise the information and instruments of this module for their own purposes in Adult Education.	Selection of all previous contents of the module	Individual work: "Packing list of my personal tool box for Adult Education" Small group work: Comparing the boxes Presentation Discussion Résumé and/or amendment	Small paper sheets/paper cards, pin board, Flipchart, markers, masking tape	You should try to identify aspects which should be intensified or clarified.
P.	Methods to end with	The participants should be able to handle different methods to	Functions of endings Cultural frames and ways of farewell	Introduction Discussion: Ways to say goodbye	Small paper sheets/paper cards, pin board,	At the end of this module it might be a good idea to let

	Session	Learning objectives	Contents	Methods	Material	Comments
		end a learning event.	Methods to arrange the ending of learning events Criteria for methods	Résumé and/or amendment	Flipchart, markers, masking tape	the participants decide with which method to end the module.

Planning, organisation and evaluation in Adult Education

Time Table

Time	Day 1	Day 2	Day 3	Day 4
9.30 - 11.00	A. CONNECTING General overview	E. CONNECTING Main Topic of this day: Target	I. CONNECTING Main Topic of this day:	M. CONNECTING Main Topic of this day:

	Main Topic of this day: organising and teaching in Adult Education Organisations of Adult Education	groups and marketing Market, research and planning	Planning Adult Education: finances and routines Funding of Adult Educations	Evaluation and quality management in Adult Education Evaluation: aims, types and methods
11.00 – 11.30	Coffee / Tea			
11.30 – 13.00	B. Managing Adult Education	F. Target groups and educational demand	J. Financial planning and budgeting	N. Evaluation: aims, types and methods
13.00 – 14.30	Lunch			
14.30 – 16.00	C. Change and development of Adult Education organisations	G. Conceptual design and marketing of learning events	K. Finding funds and material support	O. Evaluation and quality management
16.00 – 16.30	Coffee / Tea			
16.30 – 17.30	D. Educational needs and demands: search and research	H. Public relation and marketing	L. Planning routines and tools	P. Looking back and forward: our perspectives in Adult Education
17.30 – 18.00	Evaluation & Preparation of further learning			

Instructional Plan

	Session	Learning objectives	Contents	Methods	Material	Comments
A.	CONNECTING General overview Main Topic of this day: organising and teaching in	Participants should get a general understanding of the module as part of the	Political and legal conditions of Adult Education Organisations and	Introduction Lecture: Organisations of Adult Education	Presentation material (PPP if suitable) Handouts with the	

	Session	Learning objectives	Contents	Methods	Material	Comments
	Adult Education Organisations of Adult Education	curriculum They should know the institutional structure of Adult Education and the main organisations as part of it.	associations of Adult Education	Discussion Résumé and/or amendment	main organisations and their (internet) address Flipchart or board, markers	
B.	Managing Adult Education	P. should understand the managerial perspective in Adult Education and its contrast to the trainer perspective.	Roles in Adult Education Tasks of trainers and managers	Introduction Two working groups: a.) trainer b.) manager of Adult Education, both preparing the next years educational program Role play Discussion Résumé and/or amendment	Handouts for both groups with a short description of their task and role. Small paper sheets/paper cards, pin board, Flipchart, markers, masking tape	The role play should help the participants understand and "feel" the difference between trainers' and managers' perspectives. The more serious they take their role and task the better it is.
C.	Change and development of Adult Education organisations	P. should know variations and characteristics of organisational change and instruments to handle them.	Organisation theories Organisational change and development Change management	Introduction Small group work: Cases of change Presentation Discussion Lecture: Change and development of Adult Education organisations Discussion Résumé and/or amendment	Handouts with short case descriptions "an Adult Education organisation in a process of change" Small paper sheets/paper cards, pin board, Flipchart, markers, masking tape Presentation material (PPP if suitable)	If the participants have knowledge and experience in the field of Adult Education they can present their own examples of "an Adult Education organisation in a process of change". Otherwise you should give them handouts with exemplary cases.
D.	Educational needs and demands: search and research	Participants should get an overview of search and research methods and data sources for educational planning purposes.	Defining learning objectives Research methods Data sources Searching strategies and techniques	Introduction Lecture: Researching educational needs and demands	Presentation material (PPP if suitable) Flipchart or board, markers	

	Session	Learning objectives	Contents	Methods	Material	Comments
				Discussion Résumé and/or amendment		
E.	CONNECTING Main Topic of this day: Target groups and marketing Market, research and planning	P. should be able to adopt researching and searching techniques for educational planning purposes.	Media analysis Interpretation of statistics Program analysis	Introduction Small working groups: using data to develop programs	Data and material about educational needs and demands and the educational market (e.g. statistics, job offers, newspaper articles, educational programs) Small paper sheets/paper cards, pin board, Flipchart, markers, masking tape	The participants should see the advantages and disadvantages of different data sources and ways of searching so that they get an idea of mixing different approaches for best results. Formulating the groups tasks you should consider different target groups.
F.	Target groups and educational demand	As above (continuation of Session E)	As above (continuation of Session E)	Presentation Discussion Lecture: Additional information, if necessary	As above (continuation of Session E)	
G.	Conceptual design and marketing of learning events	Participants should know different strategies and techniques of conceptual design of learning events.	Curriculum development Marketing strategies	Introduction Lecture: Conceptual design and curriculum development in Adult Education Discussion Résumé and/or amendment	Presentation material (PPP if suitable) Flipchart or board, markers	In this session it would be good to compare the educational perspective in planning learning events with marketing aspects.
H.	Public relation and marketing	Participants should know the difference between public relation and marketing and they should be able to handle some main	Public relation and its instruments Marketing and advertising instruments	Introduction 2 Working groups: Public relation and marketing, using the material as	Marketing and PR material like program brochures, flyers, posters etc. of Adult Education Electronic media	Preparing this topic you could ask the participants to bring material. If there exists electronic media

	Session	Learning objectives	Contents	Methods	Material	Comments
	instruments of both.			sources/examples Presentations Discussion Résumé and/or amendment	and contents if available Small paper sheets/paper cards, pin board, Flipchart, markers, masking tape	like homepages, video clips, learning platforms and you have the technical equipment to introduce these things, you should use it.
I.	CONNECTING Main Topic of this day: Planning Adult Education: finances and routines Funding of Adult Educations	Participants should know the main sources and ways of funding.	State budgeting of education Public and private funding of Adult Education Finding data about funding Techniques and instruments of funding	Introduction Lecture: Funding of Adult Educations Discussion Résumé and/or amendment	Presentation material (PPP if suitable) Flipchart or board, markers	The funding of Adult Education differs from country to country. Therefore you should search for information and data about the funding (budget information of state institutions on the national and regional level, national and international programs, Adult Education statistics etc.).
J.	Financial planning and budgeting	P. should be able to apply basic principles of financial planning and budgeting for Adult Education purposes	Basic elements of financial planning and budgeting	Introduction Small group work: Financial plan for a learning event	Material like budget plans, planning forms, application forms Small paper sheets/paper cards, pin board, Flipchart, markers, masking tape	Once again the participants can develop a fictitious plan or, if they want, can plan a real learning event.
K.	Finding funds and material support	Participants should know sources and strategies to find funds for Adult Education.	Applying state and international programs Grants and bursaries for Adult Education	Introduction Lecture: Finding new funds and material support	Presentation material (PPP if suitable)	What in Session I is said about funding in general also counts here.

	Session	Learning objectives	Contents	Methods	Material	Comments
			Fundraising strategies	Brainstorming: Finding funds Discussion Résumé and/or amendment		Questions are: Are there foundations which might support Adult Education? Could collaboration with private companies bring financial support? To what costs?
L.	Planning routines and tools	Participants should be able to develop routines for educational purposes They should be able to construct planning timelines and monitor aids.	Planning routines and forms Timeline development and monitoring	Introduction Small group work: Developing a.) a checklist or b.) a timeline form for learning events Presentation Discussion Résumé and/or amendment	Small paper sheets/paper cards, pin board, Flipchart, markers, masking tape Presentation material (PPP if suitable)	
M.	CONNECTING Main Topic of this day: Evaluation and quality management in Adult Education Evaluation: aims, types and methods	P. should understand the relationship between aims, methods and efforts of evaluation.	Formal – non formal evaluation Spoken – written evaluation Relationship between aims and evaluation design	Introduction Lecture: Evaluation: aims, types and methods Discussion Résumé and/or amendment	Presentation material (PPP if suitable) Flipchart or board, markers	Evaluation soon has been the topic in previous modules. This time the managerial perspective and not the view of trainers is important.
N.	Evaluation: aims, types and methods	Participants should be able to choose, produce and apply adequate evaluation arrangements for different purposes.	Same as in Session M	Small group work: advantages and disadvantages of different methods Presentation of work results Discussion Résumé and/or amendment	Small paper sheets/paper cards, pin board, Flipchart, markers, masking tape	
O.	Evaluation and quality	Participants should	Quality management	Introduction	Presentation	Searching

	Session	Learning objectives	Contents	Methods	Material	Comments
	management	know the main models of quality management and the practical implications and consequences of their aplication.	models Instruments and procedures Advantages and disadvantages of different models	Lecture: Evaluation: aims, types and methods Discussion Résumé and/or amendment	material (PPP if suitable) Flipchart / Board	information for this topic you should not only look for quality management in Adult Education but also in other parts of the educational system.
P.	Looking back and forward: our perspectives in Adult Education	Participants should summarise the learning and working process during the training as a whole and should evaluate the training considering their plans for their future in Adult Education.		Introduction Single work: "Which aspects and elements of this training would I pack in my Adult Education-suitcase?" P. should write each aspect on a small paper sheet Presentation round: Suitcase packing, short descriptions while throwing papers in the suitcase Finishing words	Suitcase Small paper sheets/paper cards, pin board, Flipchart, markers, masking tape	

Reference works relevant to all modules

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Module 2: Adult learning and adult teaching

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- Corder, Nicholas:Learning to teach adults.An introduction. 1. publ.London u.a. 2002

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- Wlodkowski, Raymond J.:Enhancing adult motivation to learn.A comprehensive guide for teaching all adults. 3. ed. San Francisco 2008

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Self-Learn Resources

Adult Education resources of the European Association of Adult Education:
http://www.eaea.org/index.php?k=118601

African Perspectives on Adult Learning (APAL): Series of textbooks by African scholars on Adult Education in Africa:

- Management of Adult Education Organisations in Africa
- Developing Programmes for Adult Learners in Africa
- The Social Context of Adult Learning in Africa
- Research Methods for Adult Educators in Africa
- The Psychology of Adult Learning in Africa
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Available from the UNESCO Institute for Lifelong Learning (http://uil.unesco.org/home/) or *dvv international* (http://dvv-international.de/)

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Teaching & Training Materials by the National Center for the Study of Adult Learning and Literacy (NCSALL). Materials are designed for adult teachers and professional development staff:
http://www.ncsall.net/index.php@id=25.html