



DVV International

Education for Everyone. Worldwide.
Lifelong.

Curriculum institutionALE

Orientation Framework for Strengthening Institutions of Adult Learning and Education

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Responsible

Christoph Jost

Author and concept

Katrin Denys

Managing Editor

Anja Thöne

Design

zweiband.media

**DVV International
is the Institute for International
Cooperation of the German Adult
Education Association (DVV)**

Königswinterer Str. 552 b
D-53227 Bonn

P +49 (0) 228 975 69-0

F +49 (0) 228 975 69-55

info@dvv-international.de

www.dvv-international.de

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FOREWORD

Curriculum institutionALE¹ is an orientation framework for strengthening Institutions of Adult Learning and Education (IALEs). It provides basic guidelines for managing capacity and organisational development, and suggests indicators and means of verification for organisational change and capacity development. Addressing leaders of IALEs and external advisors, it can be adjusted to fit various contexts and institutions across the world.

Organisational and capacity development are highly sensitive processes, and depend largely on specific ideas, beliefs, opportunities and limitations. Curriculum institutionALE thus provides neither an exhaustive account of change processes, nor a one-size-fits-all roadmap to organisational change. It invites us rather to engage in a reflection on change management in IALEs, and to adjust objectives and processes to a specific context.

Curriculum institutionALE is one of several tools and instruments which DVV International has developed in adult learning and education. For more information, please visit our website: <https://www.dvv-international.de/en/ale-toolbox>.

We would like to thank all the experts and colleagues who have contributed to developing Curriculum institutionALE – particularly Prof. Dr. Karin Dollhausen from the German Institute for Adult Education – Leibniz Centre for Lifelong Learning (Deutsches Institut für Erwachsenenbildung – Leibniz-Zentrum für Lebenslanges Lernen) and Joachim Rottluff (Excellence-Center-Nuremberg), an internationally experienced business consultant, both of whom offered substantial input on organisational and capacity development relevant for educational institutions.

We hope that you will find inspiration and orientation in Curriculum institutionALE, and welcome any exchange on how to apply and improve this instrument to offer more people around the world opportunities for learning and development.

On behalf of DVV International,
Katrin Denys

1

ALE refers to the term “Adult Learning and Education” with the following definition: “The ultimate goal of ALE is to ensure that adults, throughout their lives, can participate fully in societies, including the world of work. ALE includes three key domains of learning and skills: literacy and basic skills, continuing education and vocational skills, and liberal, popular and community education and citizenship skills. ALE enables people to develop the necessary capabilities to exercise and realise their rights and take control of their destinies. It promotes personal and professional development, thereby supporting more active engagement by adults with their societies, communities and environments. It fosters environmental and inclusive economic well-being and decent work. It is therefore a crucial tool in alleviating poverty, improving health and well-being and contributing to sustainable learning societies.”

This definition is based on the UNESCO Recommendation on Adult Learning and Education (RALE).

01. INTRODUCTION

Adult Learning and Education – A sine qua non for development

Adult Learning and Education (ALE) can be described as the fourth pillar of lifelong learning – alongside school education, vocational education, and higher education. Unlike formal education in schools, vocational training centres, colleges or universities, ALE is often non-formal or informal in nature. It offers any person over the age of 16 an opportunity to develop key competences and professional skills, to realise their personal potential, and thus to become an active member of society. In this sense, ALE can also be seen as an enabling factor for the development of various sectors, and as a precondition for realising the Sustainable Development Goals for a more inclusive, sustainable life on this planet.

What is important to enable ALE to thrive and to be accessible to all people are viable ALE systems – consisting of favourable framework conditions that are laid out in laws, strategies and budgets for ALE at macro level, implemented by strong, well-connected institutions for Adult Learning and Education, and delivered by qualified managers and facilitators, as well as relevant and attractive programmes that help people develop the skills and competences which they need, and to which they aspire.

Institutions for Adult Learning and Education – Drivers for orientation, education and participation

The term “Institutions of Adult Learning and Education” (IALEs) is used in this document to cover a broad range of governmental and non-governmental institutions or organisations providing ALE. It is taken into account that many IALE operate within institutions which have a broader scope for social, cultural and educational purposes, and which refer to themselves as a “Community Learning Centre”, “Community Development Centre”, “Youth Club”, or other.

In one way or another, they all offer assistance to people who strive to develop their potential by providing orientation for professional and personal development, as well as education in various subjects and formats, and thus enhance people’s participation in economic, social or political initiatives.

Vibrant IALEs that offer relevant, attractive education programmes to the community contribute to local and regional development, and can serve as a motivation for decision-makers to improve the legal and financial framework conditions for ALE.

The purpose of Curriculum institutionALE – To increase the impact of IALEs

Curriculum institutionALE (CI) was designed to inform the process of building and sustaining viable ALE structures worldwide. It supports people who are involved in developing the capacity of IALEs. It suggests key steps towards capacity and organisational development (Chapter 2), as well as core features of IALEs (Chapter 3), and points out which issues need to be considered in which phase of the process.

It offers the basics for defining goals and criteria for capacity and organisational development, for collecting reliable baseline data, for designing and implementing processes of capacity and organisational development, and for assessing progress.

By their nature, IALEs are dependent on their environment, for instance on the legal setting in which they operate, the financial sources into which they can tap, but also the availability of partners, networks, qualified educators and the general reputation and interest that ALE enjoys in the local community.

Whilst Curriculum institutionALE focuses on the capacity and organisational development of IALEs, and thus mostly on their internal development, DVV International has developed other instruments aiming to improve the framework conditions of ALE (System Building Approach), guidelines for the qualification of adult educators (Curriculum globALE), and guidelines for intercultural learning (Curriculum interculturALE), as well as others.

Use of Curriculum institutionALE – Adjustment to the local context

Curriculum institutionALE offers guidance in organisational development worldwide, but needs to be carefully adapted to the specific context in which it is used. The specific goals, stages and tools have to be worked out together with the partner organisations, and might differ from country to country, as well as from institution to institution.

Advisors and managers of capacity and organisational development processes might turn to Curriculum institutionALE for an overall orientation, to use specific modules, quality score of curricula or sample documents that they find useful, and might leave out elements that they do not find applicable or helpful.

The goals and indicators mentioned in Chapter 3 do not represent minimum standards, but should rather be seen as an inspiration, or as a menu from which those elements can be chosen that are relevant in a specific case. If standardisation and accreditation are considered to be useful in a specific context, they should best be organised in cooperation with – if not completely driven and managed by – national/local institutions, rather than by consultants and external stakeholders. Furthermore, the indicators for the various fields of work and capacities of IALEs are not SMART (specific, measurable, achievable, reasonable, time-bound). They are, rather, general categories to be looked at when working with IALEs. Context-specific SMART indicators, and even scoring tools, can be developed on the basis of these categories.

Connections and repercussions at micro level (i.e. programme development, teaching methods, etc.), and at macro level (i.e. systems level, policy making) always need to be considered when designing a specific capacity development process, since the strengthening of IALEs is an integral part of any country strategy for ALE systems. All tools and indicators need to be adjusted to the local context, and specifically tailored to the framework in which IALEs operate in the given country, i.e. legislation and other government regulations, local culture and practice.

The German Volkshochschule (vhs) is often seen as a model for IALEs elsewhere in the world. However, it must be kept in mind that the vhs operate in a highly favourable environment in which municipalities and/or federal states maintain and support them, and where they have enjoyed recognition and acceptance for decades. IALEs in other countries often have to justify their existence and fight for even basic funding, and are not supported and protected by any legislation and standards. This puts them under considerably greater pressure to perform, and often burdens them with the expectation not only to provide training, but to actually put people into jobs, thus going beyond what is expected of vhs in Germany.

The genesis of Curriculum institutionALE

The first elements of Curriculum institutionALE were developed in DVV International's Middle East office in 2013 – motivated by the need to apply a more strategic, consistent approach to strengthening IALEs, and to create a clear, common understanding of goals, stages and responsibilities between all parties involved. The “Key Performance Indicators for Adult Education Centres” were developed in a series of workshops together with staff of DVV International, international experts, representatives of partner organisations from Jordan and Palestine as well as from German vhs. They were revised in discussions with various colleagues, and now represent the goals, indicators and means of verification in Chapter 3. The orientation framework itself has been drafted in cooperation with several colleagues and experts.

02.

THE CAPACITY AND ORGANISATIONAL DEVELOPMENT OF IALEs

Definition of concepts

Capacity development is widely perceived and described as a process by which individuals and organisations obtain, improve and retain the skills, knowledge, tools, equipment and other resources that they need to do their jobs competently or to a greater capacity (larger scale, larger audience, larger impact, etc.). More specifically speaking, capacity development of IALEs might include embracing the full portfolio of orientation, education and participation, but it might also just refer to offering a wider variety of relevant educational opportunities, addressing a larger target group, increasing the number of activities, etc.

The emergence of the term capacity building, or capacity development, is closely linked to the international development world, and became widely used from the 1990s onwards.

Capacity development and organisational development are inter-related concepts, since both aim to enhance an organisation's ability to perform its role optimally under particular circumstances. The practice of capacity development is nevertheless often linked to extending and improving the output or services of an organisation (see Chapter 3.1), whilst organisational development goes slightly deeper, affecting the values, mission and internal processes of an organisation (see Chapter 3.2).

Whilst Curriculum institutionALE focuses on capacity and organisational development, there are other tools of DVV International that can be deployed for human resource development, such as Curriculum globALE and a Curriculum for qualifying managers of IALEs.

Organisational development as a practice emerged in the 1930, when Kurt Lewin and other scholars started to explore human relationships in the workplace, aiming to find key factors for successful collaboration. Organisational development is both a field of applied science focused on understanding and managing organisational change, and a field of scientific study and inquiry. Organisational development as a practice places a strong emphasis on a constantly changing organisational environment. It is the ongoing search for appropriate structures and processes under which a particular organisation optimally serves the purpose for which it was established.

Capacity and organisational development cycle

Capacity development, and organisational development in particular, are complex, sensitive processes that need to be carefully crafted and will not follow a one-size-fits-all scheme. A comprehensive, holistic vision and design are needed, including the revision of the goals and values of an organisation, definition of targets, a roadmap for their realisation, collection of baseline data, participation of all stakeholders, intense training or counselling, and follow-up as well as systematic monitoring and evaluation.

The process should be led by the organisation itself, because otherwise it will not be sustainable. It may be supported or guided by external advisors. The organisation has to decide, and is responsible for its decisions. The advisors are responsible for the advice that they give. If the advisors make decisions in place of the organisation's leaders, the advisors undermine the governance structure inside the developing organisation. When the support of the consultant ends and they withdraw, it is highly likely that the organisation will break down, or at least that it will revert to the previous situation.

The tables below provide an overview of the possible stages of a capacity development process, based on experience from many DVV International offices. The content and methods suggested for each step can of course be modified and completed as is needed in the given context. Unlike the tables suggest, the various steps are interrelated, and overlap in reality.

Whilst the first table was designed for managers of IALEs, the second addresses external advisors to IALEs.

SUGGESTED STEPS FOR IALE MANAGERS

STEPS	CONTENT	METHOD	POSSIBLE SUPPORT BY ADVISORS
1 Identifying potential for improvement	(Self-)assessment of strengths, weaknesses, threats and opportunities	Consulting staff/volunteers, other stakeholders, internal statistics, reports, media reports, etc.	Support in the assessment and analysis of results
2 Defining goals	<p>Outlining a first draft of values, vision and mission</p> <p>Designing a strategy (> 3 years) based on the analysis of the challenges of the environment (political, economic, ecological, social, cultural, etc.)</p> <p>Defining long-term goals</p> <p>Prioritisation of activities, taking restricted resources into account</p> <p>Definition of immediate targets</p>	In consultation with staff and other stakeholders	<p>Guidance for the responsible persons during the process of analysing and understanding the position of the IALE in the given surroundings</p> <p>Providing examples of good practice and tools for strategy development</p>

STEPS	CONTENT	METHOD	POSSIBLE SUPPORT BY ADVISORS
3 Planning for capacity/ organisational development	<p>Drafting an implementation plan including measurable goals, timelines, responsibilities, finances and progress assessments</p> <p>Identifying reliable partners for support and cooperation</p> <p>Clarifying the terms of cooperation</p>	In consultation with staff and other stakeholders	Advising on realistic and achievable goals
4 Organising capacity/ organisational development process	<p>Follow-up on the implementation plan</p> <p>Interventions where needed</p> <p>Documenting new achievements and processes</p> <p>Communicating with staff/volunteers</p> <p>Progress assessment</p>	<ul style="list-style-type: none"> ● Training ● Workshops ● Study visits ● External consultation ● Team discussions ● Desk work, ● etc. 	Providing or mobilising coaching, training, exchange, fact-finding visits, internships, job shadowing, etc.
5 Assessing results	<p>Conducting (self-)assessment: Ideally, the assessment should cover the same areas as the initial assessment (Step 1)</p> <p>Documenting the findings</p> <p>Evaluating the capacity/organisational development process</p>	In consultation with staff and other stakeholders	<p>Providing suitable approaches and tools for self-assessment of the IALE</p> <p>Conducting a self-assessment of the consulting approaches, process and results</p>
6 Deciding on continued or future capacity/ organisational development	<p>Revising goals and evaluation findings</p> <p>Revising potential for improvement</p>		

SUGGESTED STEPS FOR IALE ADVISORS AND ADVISORY AGENCY

STEP	CONTENT	METHODS
<p>1 Internal definition of the goal</p> <p>The goal of the capacity development process has been defined.</p>	<p>Defining goals with regard to support for capacity and organisational development processes, taking into account the advisors'/agencies' vision, mission, expertise and resources</p>	<p>Survey</p> <p>Team discussions</p> <p>Workshops with partner organisations</p>
<p>2 Planning for capacity development</p> <p>The capacity development process has been conceptualised, and the role and contribution of the international advisor/ advisory agency have been defined.</p>	<p>The input of the advisor/advisory agency may cover the following areas:</p> <ul style="list-style-type: none"> ● constant individual and tailor-made support and respectful relationship between all parties ● financial contribution ● certificates for staff and volunteers of IALEs ● recommendation letters, cooperation with universities for recruiting volunteers ● if needed: peer-to-peer coaching or even psychological counselling for IALE Directors 	<p>Team discussions</p> <p>Partner discussions</p>
<p>3 Selection of partner organisation/ consensus-building</p>	<p>Capacity/organisational development will only be successful if a common understanding of goals and procedures is reached between the parties involved. Consensus-building is key, and should be given appropriate time and resources.</p> <p>The potential benefits and incentives for the IALEs will be defined in this process:</p> <ul style="list-style-type: none"> ● development through technical and financial support ● being able to provide services needed in the community ● becoming a part and pioneer of the ALE movement ● recognition in ALE strategies, management structures (advisory committees, etc.) ● cooperation might be used in marketing and fundraising <p>The advisory agency might look at the following criteria when choosing its partners:</p> <ul style="list-style-type: none"> ● readiness for cooperation ● potential for development 	<p>Address existing partners</p> <p>Open call for proposals, including information meeting, consultation over the phone/mail, description of benefits to IALE and community</p>

STEP	CONTENT	METHODS
	<ul style="list-style-type: none"> ● type of institution ● government registration and clean police records ● location and geographical coverage ● accessibility ● partners and networks ● partnership with municipality/government ● strategic direction ● dedication to ALE ● experience with ALE ● fundraising success ● facilities 	
4 Detailed assessment	<p>The assessment covers the envisaged areas of cooperation:</p> <ul style="list-style-type: none"> ● values ● services ● capacities ● facilities ● needs ● potential 	<p>Meetings, visits to organisations</p> <p>Agreement on assessment</p> <p>Possible assessment methods are:</p> <ul style="list-style-type: none"> ● external assessment ● peer assessment ● joint assessment ● self-assessment
5 Agreement on cooperation	<p>The content of the capacity/organisational development depends on the context/IALEs, and needs to be agreed between the parties involved.</p> <p>The cooperation agreement includes:</p> <ul style="list-style-type: none"> ● goals ● activities ● timelines ● responsibilities ● budget ● partner guidelines ● joint M&E mechanism ● visibility measures 	<p>Agreement on priorities and cooperation</p> <p>If applicable: statute of establishment of IALE</p> <p>If applicable: announcement of vacancies</p>

STEP	CONTENT	METHODS
<p>6 Capacity development activities</p> <p>Whereas the whole cycle is part of capacity development, the actual/current? Education and counselling activities for the IALEs are described in this step.</p>	<p>Capacity/organisational development is in line with the Cooperation Agreement.</p> <p>Please see the chapters on Services and Capacities below.</p>	<p>Possible capacity development methods:</p> <ul style="list-style-type: none"> ● training ● follow-up ● counselling ● fact-finding visits ● drafting guidelines ● introducing guidelines ● financing courses ● financing staff ● joint fundraising ● placing short-term experts, volunteers (SES, UN, etc.)
<p>7 Monitoring and evaluation</p>	<p>Ideally, the monitoring and evaluation activities should cover the same areas as the detailed assessment (Step 4).</p>	<p>Possible methods:</p> <ul style="list-style-type: none"> ● partner reports ● DVV assessment ● peer assessment ● joint assessment ● self-assessment ● external evaluation
<p>8 Decision on future cooperation</p>	<p>Check achievements against agreement and model of IALE</p>	<p>Discussion with team and partner</p>



03.

SERVICES AND CAPACITIES

Many IALEs provide not only clear-cut ALE programmes, but also a number of other services to the community. However, when starting an organisational development process for ALE, there should be a clear, common understanding of the services and capacities that are essential for ALE.

Building on experience in the Middle East, **Curriculum institutionALE** suggests three main **services** of IALEs to be focused on: Orientation, Education and Participation.

The primary focus of the work usually lies on relevant and attractive education programmes, and rightfully so. However, in its work DVV International has realised that many (potential) learners first of all need an orientation and guidance on possible educational opportunities before they actually engage in educational programmes. Many participants widen their focus on their situation in the orientation and education phase, developing new perspectives, and coming up with ideas for improving their living conditions. Many IALEs thus also empower individuals and community initiatives – spaces where learning continues, where a larger circle of people is involved, enabling participation in the economic, political and social spheres.

In order to provide the three core services Orientation, Education and Participation, an IALE needs certain capacities, such as a specific strategic and management capacity, the ability to perform needs analyses, to reach out to potential learners, to attract and retain qualified trainers, to network with other partners, to maintain a motivating learning environment, and to ensure sufficient, transparent funding.



Source: DVV International

03.1

CORE SERVICES OF IALEs

1 Orientation

Orientation and guidance sessions are the entry point to education programmes for many participants. The sessions may provide participants with a realistic assessment of their competences, educational needs and further development options, as well as with information about educational opportunities in the region. They can thus cover career and personal orientation and guidance.

Orientation and guidance can be delivered on a one-to-one basis or in groups. In Jordan, DVV International developed a specific method for orientation and guidance based on the REFLECT approach to help participants identify their needs and development opportunities. The acronym REFLECT stands for “Regenerated Freirean Literacy through Empowering Community Techniques”, and represents an approach towards teaching people basic competences such as reading, writing and arithmetic, whilst at the same time encouraging them to question the world around them and engage in actions to improve their living conditions. The method builds on the theories of the Brazilian pedagogue Paulo Freire and techniques from Participatory Action Research.

ProfilPASS is a relatively simple methodology used by many vhs that can serve as another example of educational orientation and guidance. Additionally, visits to companies or information sessions can be organised with or by education providers, employment agencies or employers.

INDICATORS	MEANS OF VERIFICATION
The IALEs concept for empowering orientation defines how information will be gathered and shared, and the methodology that is being used.	Concept, curricula
The IALE gathers information about the labour market, education opportunities, etc., in the community and in the region.	Research notes, results
The IALE shares this information with the target group through various means (leaflets, internet, orientation sessions).	Leaflets, announcements...
IALE has attracted qualified coaches (communication techniques, counselling, content expertise...).	Recruitment documentation

INDICATORS	MEANS OF VERIFICATION
The IALE regularly holds career orientation sessions (individual or group sessions), and publicises them widely.	Announcement of session, registration list/ signature list of participants, action plan of participants, orientation session, guideline material to be used during sessions
Trainers/advisors working in the IALEs are familiar with the curriculum and apply it.	Expert assessment, satisfaction surveys among participants', M&E visits by IALE management, session minutes/reports
Cumulative number of orientation sessions/hours (individual or group sessions)	Session announcements, lists of participants, session records
Annual percentage increase in orientation session participants	Lists of participants
Number of people referred to other institutions	Referral partners' reports
Number, scope and quality of referral agreements with other stakeholders	Agreements with partners
Match of referral partners with participants' needs	Documentation of orientation session
Number of IALE service projects/programmes funded	Needs and opportunity analysis, course subjects/curricula, satisfaction questionnaire IALE reports

2 Education

Ideally, an IALE offers a wide range of relevant educational opportunities in different spheres of life using participatory ALE methodologies. Whilst different trainers might apply various methods to encourage learning, for reasons of quality assurance and reputation, the IALE should apply a concept for relevant and attractive education that respects the basic principles of ALE.

The following indicators and possible means of verification have been developed to assess strengths and weaknesses and to measure progress in education:

INDICATORS	MEANS OF VERIFICATION
The programme is based on findings from the needs/market analysis.	Programme, needs analysis findings, course planning documents
Basic ALE principles have been adopted and are being followed by staff, freelancers and volunteers.	Strategy/paper specifying principles, their realisation and monitoring
Quality control system has been established.	Curriculum templates, course outline form (commented by trainer, commented by IALE management), evaluation sheets/online evaluation for participants, M&E visits in courses by IALE management, comparison of registration with graduation lists
Qualified staff regularly perform systematic quality control.	
Quality score of curricula	
Number of courses/lesson hours	Course programme
Cumulative number of training/teaching hours	
Range of course subjects: Courses cover at least three different sectors, such as vocational education, civic education, social development, soft skills, health and nutrition, languages, IT, culture and the arts...).	
Courses take place throughout the year.	
There is a variety of course formats (lectures, long-term, short-term, weekend courses, excursions, digital learning formats, etc.).	
The courses have a reasonable duration (hours, weeks/months).	

INDICATORS	MEANS OF VERIFICATION
Number of enrolment applications m/f	Registration list/system, fees paid by participants (where applicable)
Enrolment rate m/f	
All training is evaluated.	Feedback from trainers, participants, evaluation documents
Graduation rate m/f	Graduation certificates, annual report from IALEs
All graduates receive a certificate.	
Graduates' satisfaction with the services provided	Satisfaction survey, drop-out statistics
Degree to which service programmes match local community needs	Needs and opportunity analysis
Share of participants' fees in overall budget	Budget, audit report

3 Participation

In many countries, community actions are a direct outcome of orientation and educational sessions. They form an integral part of the educational process in the REFLECT approach. Community initiatives are an opportunity for people to put newly-gained knowledge and ideas into practice, and to actively engage in shaping their environment, which – in turn – might motivate more people to seek an education and to consult the IALEs. Acting together with others has a liberating aspect, provides new insights, and helps people acquire new competences. Community initiatives can be seen as extended learning and empowerment settings.

INDICATORS	MEANS OF VERIFICATION
The IALE applies a concept for coaching community initiatives that empowers people to start and maintain initiatives, and leaves the initiative within the initiator's ownership.	Community initiative coaching concept
The concept for mobilising and coaching community initiatives is described in a paper which lists the support that may be provided by the IALE (space, equipment, facilitating contacts, providing expertise and advice), and specifies the way in which advice is given in a manner that facilitates learning and promotes the independence and sustainability of the initiative. The IALE appoints a person in charge of community initiatives.	
The trainers/facilitators in charge are familiar with the concept and apply it.	Staffing scheme
Positive feedback on the coaching from the initiative members	Feedback sheets
Positive feedback from local communities on the initiatives and their relevance to the communities' needs	Feedback sheets
Number of initiatives supported by IALE	Expert assessment, session minutes/reports, coaching reports
Number of initiatives that requested support	
Number of initiatives founded by participants	
Lifetime and sustainability of initiatives, number and scope of people in an initiative, output/success of initiative	
Amount of interaction and contacts of the initiatives with decision-makers	
Community's satisfaction with initiative	Evaluation, satisfaction survey, media echo
Initiative members' satisfaction with coaching	Participants' satisfaction surveys, evaluations

03.2

CROSS-CUTTING CAPACITIES OF IALEs

A Strategy and management

Adult learning and education should be embedded in the vision, strategy, management and administration of IALEs. Ideally, all the services and cross-cutting capacities that are listed in Chapters 2 and 3 are reflected in the strategy, as well as in the operative plans, staffing, reporting and daily work of the IALE. The following indicators might help illustrate this capacity:

INDICATORS	MEANS OF VERIFICATION
The IALE has a clear vision and strategy for ALE, or ALE forms part of its strategy.	Strategy for ALE or general strategy including ALE
The strategy reflects the major fields of work and competences of the IALE, as well as its values and ethics.	Expert assessment
The IALE has clearly defined its field of intervention (and its limits).	Strategy, statute or other documents
Employees, freelancers and volunteers are familiar with the vision and strategy of the IALE.	Expert assessment, job descriptions
Employees are familiar with their tasks, and understand their role in the organisation.	
Employment policy is based on qualification.	Recruitment policy and documentation
Level of competence and skills of staff, freelancers and volunteers in the IALE	CVs, expert assessment
Percentage of staff, freelancers and volunteers in the IALE	Staffing and volunteer plan, HR plan, performance assessment
A quality assurance system is in place.	M&E guidelines, indicators list, M&E reports
The IALE has defined specific indicators to measure performance as well as methods to check up on the indicators.	

INDICATORS	MEANS OF VERIFICATION
The IALE has a clear, participatory action plan to implement its strategic plan.	Action plan
The IALE has a transparent, well-defined organisational structure.	Organisational chart, information flow chart
The general work plan of the IALE includes professional growth and capacity building mechanisms for all its workers.	Strategy, implementation plan, staff training plan, staff training documentation
The IALE uses a proper accounting and archiving system.	Accounting documentation, number of errors/missing documents
Number of staff of the IALE	Staffing list
Staff fluctuation in the IALE	Staffing/recruitment documentation
Percentage or number of repeatedly implemented courses	Course programmes spanning several semesters/years
An annual management report is written, and is presented to the Board of Directors, advisory boards, auditors, donors or other parties.	Report, meeting minutes

B Needs and market analysis

In order to provide relevant education programmes, IALEs need to have an overview of the opportunities for employment and self-employment in their region. The following indicators might help when it comes to assessing the capacity of IALEs to conduct and use needs and market analysis:

INDICATORS	MEANS OF VERIFICATION
The IALE regularly conducts needs analysis as a basis for programme development.	Needs/market analysis reports
The IALE has defined a mechanism for needs analysis which includes quality criteria and timeframe.	Needs analysis concept

Various sectors and fields of work are screened (labour market, technological innovation, social changes).

Conclusion paper

Various sources are consulted (newspaper, radio, TV, studies, online platforms, local stakeholders, etc.).

Needs/market analysis are conducted in a transparent manner, and are properly documented.

Findings are analysed and conclusions drawn.

Number of services based on the findings of the needs analysis

Conclusions are input into developing new courses/activities or revising ongoing ones.

Ongoing/revised courses reflect conclusions (in subject and/or methodology).

C Marketing, outreach to and admission of participants

Increased visibility of ALE would be desirable. DVV International therefore recommends IALEs to label and market their ALE services as such. This naturally needs to go hand in hand with developing a joint understanding of what ALE is, and what it means in the context of a specific community or country. Some institutions might even be encouraged or wish to incorporate ALE in their name. This should however be done carefully, and possibly only when the institution complies with a specific standard that is to be defined in each country/DVV office, together with its partners. The next step might be to network between IALEs, develop common activities, and maybe even a common identity, brand or accreditation system.

More specifically, a key to success for any education programme is that it is properly marketed, and accessible for the target group. The capacity of IALEs to market their services properly, to reach out to their target group, and to issue clear, transparent admission criteria, can be assessed using the following indicators:

INDICATORS	MEANS OF VERIFICATION
The IALE has identified its target group – the IALE is open to various social groups, and basically to everybody regardless of their background, age, gender, religion, etc.	Strategy, vision
The IALE applies a strategy for outreach to potential learners through various means that are useful and appropriate for reaching out to the target group (newspaper, programme, leaflets, radio, Internet, social media, billboards, etc.), and which addresses specific target groups in their settings if needed.	Outreach activity documentation

INDICATORS

MEANS OF VERIFICATION

Clear admission and selection criteria have been defined and communicated to the target group.

Registration procedure announcements, registration documentation, receipt of participants' fees

The IALE clearly labels its ALE services as such, and relates to relevant national terms and concepts.

Programme, flyers, website of the IALE, ALE strategy or similar

D Cooperation with qualified trainers

A major precondition for an attractive education programme is a pool of qualified trainers or volunteers who are familiar with the subjects that they are teaching, and who apply adequate, participatory teaching methods. The following indicators have been formulated in order to assess the capacity of an IALE to cooperate with qualified trainers/volunteers:

INDICATORS

MEANS OF VERIFICATION

A cooperation system with volunteers and freelancers has been defined (including communication and reward system, team building, professional development...).

Cooperation concept

Clear selection criteria and recruitment procedures for trainers/volunteers have been defined and communicated to potential trainers.

Criteria and procedure announcements, simplified application form for trainers

Selection is justified, and selected person satisfies criteria.

Expert assessment, criteria, CVs, reports on training sessions, trainer self-reflection, evaluation by participants

Selection and recruitment is documented.

CVs, references, justification sheet for selection, contract, receipt of payment

Trainers' performance is checked regularly.

Screening assessment of trainer's performance

E Networking and referrals

An important precondition for ensuring that the IALE functions well is networking and exchange with other institutions in the immediate area (decision-making bodies, schools, vocational training institutions, universities, NGOs, microfinance providers, businesses and business associations, institutions that provide psycho-social support, etc.). Contacts are not only key to obtaining firsthand information for educational activities, but also for the orientation sessions, and to being able to refer participants to other institutions for services that the IALE cannot offer. The following indicators might help to establish the capacity of IALEs in this field:

INDICATORS	MEANS OF VERIFICATION
IALE has identified key networking/referral partners.	Strategic plan, list of key partners, existing agreements, database
Range of contacts by sector (education, business, politics, sectors)	Stakeholder mapping
IALE is aware of partners' capacity.	
IALE has established cooperation with partners.	Minutes of interview with the IALE Director, MoUs, reports of joint activities, media reports
Number of initiatives conducted in cooperation with partners	
Number of referrals	

F The learning environment

It is indispensable to provide a motivating, inviting learning environment in order to enhance learning and to attract or retain participants. This includes “hard” factors such as the condition of rooms and equipment, heating/cooling, lighting, etc., soft factors such as approachable, friendly, helpful staff, but also accessible online learning tools.

The following indicators have been formulated in order to assess the capacity of IALEs in this respect:

INDICATORS	MEANS OF VERIFICATION
The IALE offers its programme on pleasant premises that are sufficiently lit/heated/cooled and appropriately equipped. Hygiene standards meet gender-specific needs (this can be achieved through partnership agreements with other local facility management partners).	M&E reports, facility audits, satisfaction surveys among participants, inventory, MoU with partners
The premises are easily accessed by the target group.	On-site visits, maps, public transport timetables, parking space, stairs/lifts, signs...
Service/staff are friendly and welcoming.	
IALE facility preparedness and condition score	
Utilisation level of service provision assets and effectiveness in terms of revenue	Asset use records
Purchases are sustainable in the sense that they favour local over international providers and take environmental implications into consideration.	Purchasing rules and procedures
Regular maintenance plan is in place and is implemented.	Records of maintenance checks
The IALE offers online learning opportunities which include accessible target group-orientated software, as well as content and methods that are specifically appropriate for digital learning and education.	Accessibility, content and methods of online courses

G Funding

Not specifically related to ALE services, funding and fundraising is the precondition for any IALE to be able to provide services. Although other institutions might provide more in-depth fundraising training, DVV international should be able to support partners' resource mobilisation efforts, specifically in the field of ALE. The following aspects are key to assessing IALEs' capacities:

INDICATORS	MEANS OF VERIFICATION
The IALE has identified diverse sources of funding.	Funding sources analysis
A strategy has been developed for resource mobilisation and marketing, and is being implemented.	Strategy document and implementation records
The IALE relies on a variety of sources of funding.	Budget, audit reports
If social enterprises are in place, they have a fair as well as a legally- and financially-sound structure.	Social enterprises' statutes, strategy, management and budget plan, reports, audit
The IALE has increased its funding in recent years.	Budget of current and previous years, audit reports
Appropriate fee system	Price list
The IALE is part of a joint fundraising network.	Membership confirmation

04. ANNEX

Abbreviations

- AEC** Adult Education Centre, used by many colleagues instead of IALE
- IALE** Institution of Adult Learning and Education
- ALE** Adult Learning and Education
- OD** Organisational development
- vhs** Volkshochschule – specific type of a German Adult Education Centre

Other publications of DVV International on IALEs

- Hinzen/Jost: “Erwachsenenbildungszentren als Entwicklungsfaktor – Verantwortung, Strukturen, Nutzen”, in: Bildung und Erziehung, 100 Jahre Volkshochschule, 71st year, 2018, Vol. 2
- Adult Education Centres as Key to Development – Responsibilities, Structures and Benefits. Report and key messages of the Adult Education and Development Conference 2017,
https://www.dvv-international.de/fileadmin/files/Inhalte_Bilder_und_Dokumente/Fachkonferenz_AEDC/AEDC_2017/Key_Messages_AEC_CLC_Georgia_FINAL.pdf
- Avramovska/Hirsch/Schmidt-Beblau: Adult education centres as a key to development – challenges and success factors, IPE 78/2017,
https://www.dvv-international.de/fileadmin/files/Inhalte_Bilder_und_Dokumente/Fachkonferenz_AEDC/AEDC_2017/IPE-78_web.pdf
- Gartenschlaeger: Community Learning Centres, AED 74/2010,
<https://www.dvv-international.de/en/adult-education-and-development/editions/aed-742010>

For more information on tools and approaches of DVV International, please check out our website <https://www.dvv-international.de/en/>.

OUR PROFILE

DVV International is the Institute for International Co-operation of the Deutscher Volkshochschul-Verband e.V. (DVV), the German Adult Education Association. DVV represents the interests of the approximately 900 Adult Education Centres (Volkshochschulen) and their associations at federal state level, these being the largest further education providers in Germany. As the leading professional organisation in ALE and development cooperation, DVV International has committed itself to supporting lifelong learning for more than 50 years. DVV International provides worldwide support for the establishment and development of sustainable structures for youth and adult education. We are a professional partner in dialogue with the local people. To achieve this, we cooperate with more than 200 civil society, governmental and academic partners in more than 30 countries in Africa, Asia, Latin America and Europe.

Our country and regional offices establish local and regional cooperation, and ensure the quality and effectiveness of our activities in our partner countries. Our work focuses on literacy and basic education, vocational training, global and intercultural learning, environmental education and sustainable development, migration and integration, refugee work, health education, conflict prevention and democracy education.

DVV International finances its work through funds from the Federal Ministry for Economic Cooperation and Development (BMZ), the German Federal Foreign Office and the European Union, as well as other donors. In concert with national, regional and global ALE associations, DVV International promotes lobbying work and advocacy for the human right to education and for lifelong learning. To achieve this, we orientate ourselves towards the UN's Sustainable Development Goals (SDGs), the Education 2030 global education agenda, and the UNESCO World Conference on Adult Education (CONFINTEA). DVV International supports the European and global exchange of information and expertise through conferences, seminars and publications.

NOTES

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