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curriculum globALE

Curriculum for Global Adult Education & Learning

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Project background

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

The professionalisation of adult education is perceived as a key challenge around the world, both at the individual country level and in the international context. The “Belém Framework for Action”, which was approved at the 6th UNESCO International Conference on Adult Education (CONFINTEA VI) in December 2009, 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 is 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 which 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 which 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 with 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 also learns vice-versa 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.

The project: objective and method

Project objective

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 satisfies international scientific standards and is suitable for use on a transnational scale.

Framework guidelines for the curriculum under development

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 contrast, the other elements of the curriculum which are relevant for implementation – for example 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 regional application context.

The curriculum is designed to *encompass all subject didactics*. It draws on the general pedagogic competencies for adult education which all adult educators must have regardless of the subject matter which is being taught. However, when implementing the curriculum, subject specific elements can be incorporated into the particular design of the teaching/learning units according to the specific requirements of the participants (cf. I.5)

The *qualification level* on which the curriculum is based corresponds to 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 5¹.

In addition to the learning outcomes 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.

In this connection, further elements of the curriculum include:

- 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 modules².

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

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 for achieving 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.

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

- Piloting of the curriculum in various country projects of *dvv international*
- 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 an outlook for the future application and further development of the curriculum

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 which 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 educators³.

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

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.

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 (I.1, I.2). Sections I.3 to I.6 are dedicated to the specific details of the Curriculum globALE and explain its scope, special features and underlying principles. The structure of the curriculum is also presented.

Sections I.7 and I.8 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 which may be useful for the practical side of working with the curriculum. It includes:

- a list of the used competency profiles, 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 curriculum⁴
- a selection of study literature and relevant websites for the individual modules of the present curriculum⁵
- a list of contact partners for individual topic areas⁶
- Glossary⁶

³ 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).

⁴ This will be presented with the English version of the curriculum at the end of November 2012

⁵ The present draft will be further expanded as part of the agreement and coordination process

⁶ These points will be drawn up following the workshop on 3 and 4 December 2012

Literature

- Council of the European Union (2011): 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 (2006): Communication from the Commission: Adult learning: It is never too late to learn. Brussels, 23.10.2006. COM(2006) 614 final
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- European Parliament/Council of the European Union (2008): 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 (2005): The definition and selection of key competencies. Executive summary. Online: <http://www.oecd.org/dataoecd/47/61/35070367.pdf> (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 (2009): 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) (2009): Global Report on Adult Learning and Education. Hamburg



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, if necessary bringing in additional expertise from the international networks of *dvv international*. 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 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 Auszubildenden). 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.⁷
- **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.⁸
- **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 must be completed within five years which can be completed on an in-service basis in 1 to 2 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 which are to be acquired.⁹

c) *Transnational competency standards from EU projects*

The third pillar which 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.¹⁰ 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

⁷ <http://www.alice.ch/de/ada/zertifikat/>

⁸ http://www.wba.or.at/studierende/kompetenzen_zertifikat.php

⁹ <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>

¹⁰ http://www.vabaharidus.ee/public/files/LPIA_Agade_A4.pdf

clusters “knowledge”, “training/management”, “assessment and valorisation of learning”, “motivation and counselling” and “personal and professional development”. In a follow-up project¹¹ 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.¹² 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.¹³
- **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.¹⁴

Procedure for developing the curriculum

The development of the Curriculum globALE was conducted in several steps¹⁵:

- 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 were identified that would each need to be covered by a separate module.
- The development of the individual modules together with the formulation of the learning targets, competencies and content areas was then carried 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 draft was subsequently revised at the expert workshop.
- A field test with the revised draft curriculum was carried out in (to be determined) countries from the beginning of 2013.
- The feedback and evaluation results from the field test formed the basis for the final revision and creation of the final version of the Curriculum globALE at the beginning of 2014.

¹¹ Capitalizing on Validpack: going Europe wide: www.capival.eu

¹² <http://www.flexi-path.eu/>

¹³ <http://ec.europa.eu/education/more-information/doc/2010/keycomp.pdf>

¹⁴ <http://www.qf2teach.eu/>

¹⁵ These time details represent the planning status at the end of 2012 and may be adjusted if necessary

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 which 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 conception of adult educators in Latin America, whose main task is perceived as developing critical reflection (*reflexão crítica*) 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 conceptions, 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 which 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 which are to be developed and are defined in the curriculum unspecifically to 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”.¹⁶ 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.

Principles of Curriculum globALE – Competency-oriented – Action-oriented – Participant-oriented

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 which 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, ...) 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 which 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.

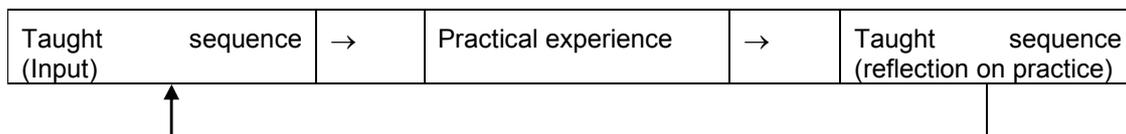
Action-oriented

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

¹⁶http://www.unesco.org/fileadmin/MULTIMEDIA/INSTITUTES/UII/confintea/pdf/working_documents/Bel%C3%A9m%20Framework_Final.pdf

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 a competent and professionally acting adult educator.

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:



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.

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 which can take into account the different needs and requirements.

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 foundations 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 per cent 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 with in 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, ...) 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,), 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 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.
- 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 per cent which is attributed 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. Above all, the recommended idea of the participants carry out their own teaching practice as well as the individual study parts are good opportunities for accommodating the geographic-cultural diversity, the many different needs and the varied nature of adult education overall.

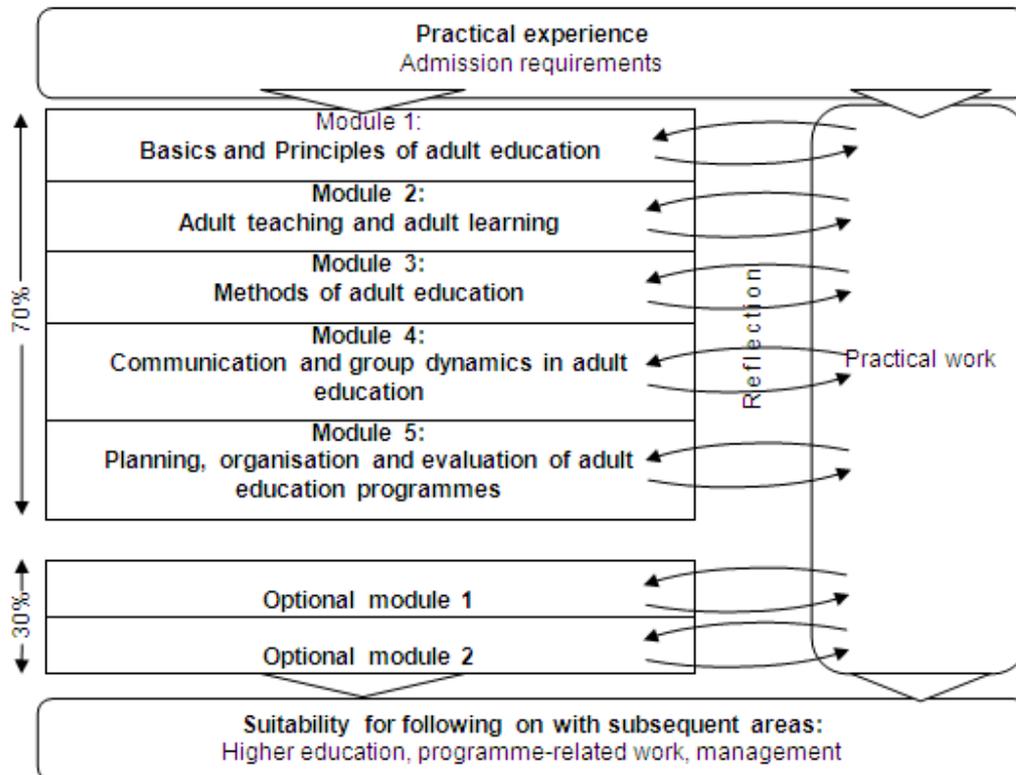
Overview of the Curriculum globALE

The curriculum encompasses the following five core modules:

- Basics and Principles of adult education
- Adult teaching and adult learning
- Methods of adult education
- Communication and group dynamics in adult education
- Planning, organisation and evaluation of adult education programmes

The five core modules cover 70 per cent of the whole curriculum. The estimated workload for the learners (participation in lessons plus self-study) is 374 hours.¹⁷

The remaining 30 per cent can be freely designed according to individual or locally specific needs. It can comprise additional lesson units on set topics or individual projects of the participants which are planned, implemented, reflected on and evaluated with the support of the teachers. With a ratio of 70:30, the estimated workload for the learners for this variable part of the curriculum is approximately 160 hours.



The modules are to be viewed as independent units. Nevertheless, there are many thematic links and connecting factors which 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 which is always to be viewed as a unit.

¹⁷ 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)

Prerequisites for the implementation of the Curriculum globALE

The requirements which are placed on the individuals who apply the curriculum in a planning and teaching capacity (the instructors, trainers, ...), are not formally defined. However, a certain amount of knowledge of adult education or existing personal experience with work in adult education is essential as a minimum requirement. 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 parts of the world would be virtually impossible to fulfil due to the lack of necessary structures.

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 must have the possibility 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.

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 in principle possible, 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.

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 a white board, flip chart, pin-boards and a facilitator's toolbox. As far as possible, a computer with video projector should be provided, especially in view of the generally accepted requirements for ICT *literacy*.

Outlook: 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 planners and managers in adult education.



Competency¹⁸

Individuals who have completed the Curriculum globALE know and understand the functions and particularities of the field of adult education and its importance in their own social context as well as in the 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
- understand the diversity of the adult education field. They are familiar with the different forms of adult education in their country as well as in the international context and are able to attribute the importance of key terms in 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 country, their region and at the international level
- are able to critically reflect on the functions and interests of individual actors that are associated with adult education
- are able to position their own role as an adult educator in this context

Topics

Clarification of key terms and different understandings of adult education

- Principles of pedagogy/andragogy:
 - Basic anthropological assumptions, conception of man, education, socialisation
 - Education theories, concept of education, adult learning
- Clarification of the term: what does “adult education” mean and what does it encompass?
 - Vocational, non-vocational, formal, non-formal, informal learning
 - Creation and genesis of key terms (for example adult education, lifelong learning, ...)
 - Theoretical concepts of adult education
 - Current definitions of adult education
- Functions and benefits of adult education
 - Why adult education?
 - Delimitation from other areas of education.
 - Interests with regard to adult education
 - Learners
 - Society
 - Economy
 - State structures (municipal, regional, national level)
 - Education sector
 - Benefits of adult education
 - personal
 - social

¹⁸ 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.

- economic
 - global
- Gender-specific aspects of adult education
- Limits and possibilities 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.
- *Adult Education and Development*, *dvv international*, 73/2009: Thematic issue on financing of adult education

Notes on implementation

A central element in the introduction to the basics and principles of adult education is how to initially introduce the subject both thematically and also in relation to the participants' experience. As a large 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. Such relationships can be generated through small group work or creative methods. Reflecting on the role of an adult educator should be carried both in the group and individually.

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

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

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
- Cognitive learning
- Emotional learning
- Behaviour-based learning
- Traditional learning forms in own cultural context

Education motivation

- Reasons for commencing education processes
 - Psychological dimensions
 - Group-related components
 - Socio-demographic components

- Reasons for lack of education and drop out
- External factors and participation in education
 - 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:

- a) reference to the respective individual cultural environment
- b) breaking down the imparted information to the specific context of activity
- c) adding or omitting non-relevant dimensions as necessary

Suggested literature (selection)

- Jai, Shobita: Sociological Background of Adult and Lifelong Learning, o.J.: http://www.unesco.org/education/aladin/paldin/pdf/course01/unit_05.pdf
- Pätzold, H.: (2011): Learning and Teaching in Adult Education. Contemporary Theories. Opladen et al.: Barbara Budrich
- Jarvis, P.(2007): **Lifelong Learning and the Learning Society, Taylor & Francis.**

Notes on implementation

As 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 PowerPoint 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.

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.

Recommended scope

- 24 instruction hours (≈ 3 days)
- 36 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

Topics

Integrating methods in instruction

- What are methods?

Overview of methods

- Overview: typologies for methods
- Importance and advantages of interactive methods
- 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
 - Individual learning
 - Individual work
 - Reading technique
 - Computer-based learning
 - Observation visits
 - Methods to support self-learning and the acquisition of self-learning skills
 - Social learning
 - Discussion rounds
 - Role-plays, simulations
 - Psychodrama
 - Workshops, world café, open space
 - Participative methods
 - Creative methods
 - Brainstorming

- Visualisations
 - Sculptures
 - Dance
 - Theatre
 - Creative writing
- Moderation techniques
 - Role of the moderator as opposed to trainer, teacher or knowledge imparter
 - Moderation rules
 - Question techniques
 - Moderation methods
 - Warm-ups and methods to increase concentration
 - Methods for ending the instruction
 - Securing results
 - Feedback on the instruction

The following factors are of central importance for the adult educators to acquire the relevant competencies:

- a) the concrete application of methods in the participants' own context of activity
- b) 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
- c) 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

As 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).

Recommended scope:

- 24 instruction hours (≈ 3 days)
- Participants prepare, teach and reflect on at least 3 lessons of their own (90 hours)
- Observation visit and feedback from colleagues if appropriate

Module 4: Communication and group dynamics in adult education



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

Topics

Communication in adult education

- Communication terms, communication models and principles of communication theories
- 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...)
- 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
- 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
- Gender-appropriate language

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, ...)
- 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)

- Mead, George Herbert: Mind, Self, and Society: From the Standpoint of a Social Behaviorist, Chicago 1967
- 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.

It is advisable to work with realistic examples. 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.

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 ongoing 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

Module 5: Planning, organisation and evaluation of adult education programmes



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 this¹⁹. 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 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

Topics

Phases of the professional cycle of activity of an adult educator

- Project approach and project cycle, in relation to adult education
- 4 phases: planning, organisation, performance, evaluation
- Connections between and effects of individual phases

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, ...)
- Target group analysis – Who is taking part in my courses and why? (attributes, expectations, attitudes of the target group)

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

¹⁹ The performance phase is covered in detail in Module 3 (Methods of adult education).

- 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
- Reports
- Use of evaluation results to steer the education process

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>
- 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 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.

Recommended scope

- 32 instruction hours (= 4 days)
- 40 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:

- Practitioner 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 organization 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 organize 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-Montenegrin

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 practitioners)

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:
 - i. Rights-based Approach to Education & Development,
 - ii. Mainstreaming Gender and Lifelong Learning,
 - iii. 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 Organizations,
 - 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 organizations 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 organizations;
- 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 organizations 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.

Title: NeXT2 Regional Training on AE Advocacy

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.

1. Adult Literacy, CONFINTEA & Belem Framework for Action,
2. Climate Change & Education for Sustainable Development,
3. TVET & Life Skills and Youth Empowerment,
4. Gender equality in Education, and
5. 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 interest 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- mastering 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.

Similar to NeXT 1, NeXT 2 is also a first of its kind, piloted by ASPBAE as a pioneering capacity building endeavour.



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.
 - Preparation of an education sequence (lesson planning).
 - Performance of the education sequence.
 - 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 Future*¹. 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/agadeagoodadulthoodeducatorineurope.htm

Competence Model / Definition developed in the project:

Criteria for a good Adult Educator:

Personal development area / ethic dimension

- self esteem
- Tolerance
- Responsibility
- communication skills
- 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 cosmopolitanism;
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 project outcomes:

- 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 selfassessment
 - Guiding learners in the development and ongoing review of their educational plans
 - Use of qualitative methods to valorise the learners progress
- **Motivation and Counselling**
 - 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 PRtrainers 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:
 - mind map,
 - reflection on biography,
 - reflection on competences,
 - observation checklist, interview grid,
 - validation sheet.
- guidelines for the use of the instruments

Title: Flexible professionalisation pathways for adult educator between the 6th and 7th level of EQF“ (Flexi-Path)

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 assignment to resources to support learning
- Quality improvement – monitor and evaluate learning programmes, using data for implementation improvement
- Accreditation 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 activity
- 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 learning culture 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 highest levels of the EQF. It was recognised however that the training itineraries are very different, and until now the training and professionalization 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

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 adult learners: being able to deal with heterogeneity and groups.

Specific competences linked to the 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: **being 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 issues**.

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

Reference group:

Il 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 voor Beleid 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

- Self assessment and evaluation
- Selection of training courses
- Action research and action learning
- Development of qualification structures
- Development of educational programmes
- Developing quality certificates and standards
etc.

Title: Qualified 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

- - Communicate clearly
- - Manage group dynamics
- - Handle conflicts

Key Competence 2: Subject Competence

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

Key Competence 3: Supporting Learning

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

Key Competence 4: Efficient Teaching

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

Key Competence 5: Personal Professional Development

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

Key Competence 6: Stimulating learning

- - Motivate
- - Inspire

Key Competence 7: Learning Process Analysis

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

Key Competence 8: Self-competence

- Be emotionally stable

- Be stress-resistant
- Analyse learning barriers of the learner
- Be authentic
- Proceed in a structured way
- Be open minded

Key Competence 9: Assistance of learners

- 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,

b) non-formal education institutions offering popular education, and

c) 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.

Project aims

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 Qualifications Frameworks for Adult Learning Facilitators

Annex 2: Model training concept / development of training design

To be presented by the end of November 2012



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Annex 4: List of contact partners for individual topic areas



To be drawn up following the workshop on 3-4/12/2012

Annex 5: Glossary



To be drawn up following the workshop on 3-4/12/2012