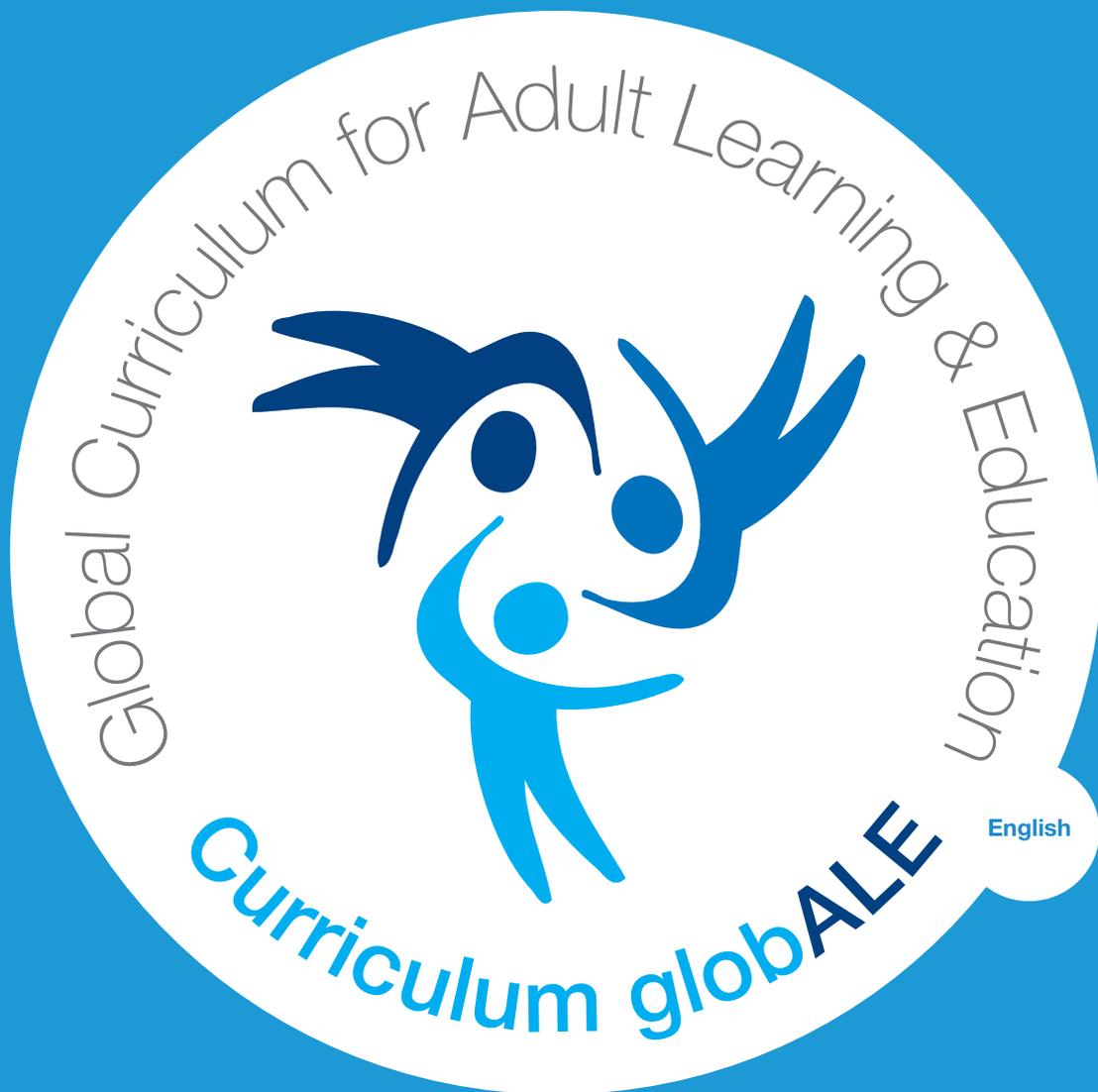




DVV International

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# Curriculum globALE



German Institute for  
Adult Education  
Leibniz Centre for  
Lifelong Learning

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

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

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

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

UNESCO is not the only player to stress the importance of adult education teachers’ professional development. At the European Union level, the topic of the professionalisation of adult education has also experienced increasing policy attention for a number of years now since it was prominently highlighted in the first communication of the European Commission on adult learning (European Commission 2006), in the action plan on adult learning, which followed one year later (European Commission 2007 and in the 2011 Council resolution on a renewed European agenda for adult learning (Council 2011). Numerous projects, both national and cross-border cooperation projects, have been initiated since then to identify competence requirements, define standards and develop training provision for adult education and VET teachers and trainers (see for example CEDEFOP 2013).

These developments form the general background for the initiative taken jointly by 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) to develop, test and disseminate a core curriculum for training adult educators outside of the university sector which, being in line with the basic principles of adult education, satisfies international scientific standards and is suitable for use on a transnational scale. Curriculum globALE is the result of this initiative. The overarching aim to which Curriculum globALE is supposed to contribute is threefold:

- to enhance professionalisation of adult educators by providing a common reference framework
- to support adult education providers in the design and implementation of Train-the-Trainer programmes, and
- to foster knowledge exchange and mutual understanding between adult educators worldwide.

Part A of this publication offers a detailed introduction to the Curriculum globALE. It starts by outlining its key features in a brief portrait (A1). Then it presents the most important sources upon which this curriculum is built and sets out the methodological procedure for the development of the curriculum (A2). Sections A3 – A5 are dedicated to explaining some general principles and considerations underlying the Curriculum globALE. The curriculum’s component and structure are explained in greater detail in section A6. This is followed by a larger chapter (A7) which deals with different aspects concerning the practical implementation of the curriculum. Part A concludes with a general outline of the monitoring and quality assurance framework set up for the Curriculum globALE (A 8).

The full module descriptions of the Curriculum globALE can be found in Part B.

## 1. A brief portrait of Curriculum globALE

Curriculum globALE (CG) is a modularised and competency-based framework curriculum for the training of adult educators worldwide. The **qualification level** is that of a basic qualification for the area of adult education. An adult educator working mainly in teaching was taken as the professional reference profile. In other words, the learning outcomes described in the curriculum constitute a qualification that course instructors, trainers, lecturers and similar individuals should have as a prerequisite for carrying out their work in a professional manner. With reference to the European Qualification Framework, the competence level targeted by the curriculum would be classified at around EQF level 5.<sup>1</sup>

The **learning outcomes** described in the curriculum form the standard-setting core which is consistent across all countries and cannot be changed. In this sense, the Curriculum globALE can also be considered to include a kind of meta competence framework for adult educators: The learning outcomes defined in the curriculum represent exactly those competences which all adult educators should possess, no matter in what geographical, institutional or domain-specific context they work.

Implementing Curriculum globALE basically means setting up a training programme which ensures that the competences defined in the curriculum are acquired by the trainees. The exact shape and character of the training programmes may vary – even considerably – according to local needs. To support the implementation, the module descriptions also provide indications as to how the learning outcomes can be achieved and how the corresponding competencies can be developed. For this purpose, each module description (which are contained in part B of this publication) includes, besides the definition of the learning outcomes/competencies to be developed, information on the following **implementation features**:

- a compilation of topics and questions for self-reflection which will help to achieve the identified learning outcomes
- a selection of suitable study literature for self-study or use in lessons
- recommendations on methodological didactic implementation
- recommendations on the timeframes for the individual modules<sup>2</sup>

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

**CG-certificates** for individual modules as well as for the whole curriculum may be issued as soon as this competence standard is met, i.e. as soon as the trainees have acquired the competencies defined in the curriculum. These competencies may have been acquired both through taught CG training provision or through prior learning. **Recognition of prior learning (RPL)** actually provides another means for tailoring CG-based training provisions to individual needs: Participants who already possess part of the competences covered by Curriculum globALE may, for example through RPL, be exempted from certain parts of the training. Using RPL requires appropriate tools and procedures which ensure that competences of the participants may be identified and documented in a fair and transparent way. CG training providers may however not always be in a position to apply RPL – for whatever reason.

1 EQF level 5 approximately corresponds to a short university-level study programme below a Bachelor's degree (which corresponds to EQF level 6) (European Parliament/Council of the European Union 2008). With regard to the UNESCO's International Standard Classification of Education (ISCED), 2011 version, the reference level would be 5 as well. Given its shorter duration/volume, a training programme based on the Curriculum globALE would alone not normally be sufficient for the completion of ISCED level 5. However, considering the criterion of complexity of content, a CG training programme could be counted towards completion of an ISCED level 5 programme (UIS 2012).

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

For a specific case in which training providers plan to issue a CG certificate entirely on the basis of material taught, a set of **minimal requirements** has been defined which need to be observed in implementing this CG training. These minimal requirements provide for the necessary quality assurance in implementing a CG training; moreover, they provide some additional guidance to training providers wishing to design their own CG training. The minimal requirements define a range of criteria relating to the learning content to be covered as well as to possible learning and assessment activities to be applied during such a training. The minimal requirements are part of the supporting material which is continuously being developed for the implementation of CG and which can be downloaded from the **CG website** ([www.curriculum-globale.de](http://www.curriculum-globale.de)). The website as a whole will continue to be developed step by step as a resource pool for users of the CG. Besides the core CG documents, it will thus offer additional **implementation support materials** such as a manual providing guidance for the implementation, examples of CG-based training curricula, learning/teaching materials, links to resources, updated literature lists etc.

CG Element	Function	Character	Where to be found
<b>Implementation support materials</b> (manual, good practice examples, learning/teaching materials)	Provide models, examples and practical tools for the implementation of CG	May be freely used by those implementing the CG	Curriculum globALE website ( <a href="http://www.curriculum-globale.de">www.curriculum-globale.de</a> )
<b>Minimal requirements for certified CG training</b> (relating to learning content and activities and assessment)	Quality assurance; provide guidance to training providers in setting priorities when developing a CG training programme	Mandatory if a certificate carrying the CG-logo/label is to be issued to the trainees ( <i>exception</i> : if trainees have acquired part of the competencies through prior learning and if RPL can be appropriately applied, then the minimal requirements may be reduced accordingly)	
Description of <b>implementation features</b> (learning topics, duration and format of training, literature suggestions, etc.)	Provide inspiration and orientation to training providers for implementing the CG	Recommendation, indicative information; may be adapted as necessary	Curriculum globALE publication (Part B)
Definition of <b>competencies/ learning outcomes</b> which CG graduates are supposed to have acquired	Standard setting	Mandatory, may not be changed	

Overview: Core and Supporting Elements of the Curriculum globALE

### Who will use the Curriculum globALE?

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

With regard to specific application, the curriculum and this publication are primarily aimed at **individuals involved in planning and organising qualification programmes for adult educators**.<sup>3</sup> By defining learning outcomes, the curriculum provides an orientation framework for this work with regard to the targets that are to be achieved through the qualification programmes. Through further indications and supporting materials concerning topics, content, methods and formats, the curriculum provides additional assistance with the specific planning and implementation of individual programmes.

<sup>3</sup> 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 (see also below section A3).

## 2. How was Curriculum globALE developed? – Sources and Methods applied

### The sources

The Curriculum globALE is based on three main pillars:

- a) existing Train-the-Trainer programmes from the context of the project work of DWV 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 DWV 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 DWV 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 DWV International and the local actors, bringing in additional expertise from the international networks of DWV International if necessary.

### b) National qualification systems and standards

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

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

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

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

### The following examples were specifically drawn on:

- **SVEB certificate.** The certificate offered by the Swiss Federation for Adult Learning (SVEB) is the first step in the Swiss modular system “train the trainer” (Ausbildung der Ausbildenden). The certificate forms the basic qualification for course instructors in adult education which is recognised throughout Switzerland. In order to acquire the certificate, a training module comprising 90 hours of lesson time plus 165 hours of self-study must be completed as well as at least two years of professional experience with at least 150 hours of teaching in adult education. A procedure for assessing the equivalence of existing competencies can replace the completion of the training module.<sup>4</sup>

<sup>4</sup> <http://www.alice.ch/de/ada/zertifikate/> (Last access: 08.10.2015)

- **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.<sup>5</sup>
- **Diploma to Teach in the lifelong learning Sector (DTLLS).** In 2007, the acquisition of a relevant, accredited qualification was prescribed by law in England for teachers in the publicly funded continuing education sector. Since 2007, new entrants to adult education have to complete a foundation course of 30 hours in the first year of teaching. In order to obtain the full DTLLS qualification, an extensive modular training programme, which can be completed on an in-service basis in 1 to 2 years, must be completed within five years. 150 hours of teaching per year is a prerequisite and constitutes an integral element of this training programme. To become accredited, DTLLS programmes must comply with the “LLUK Professional Standards for Teachers, Tutors and Trainers in the lifelong learning Sector”, which sets out the reference framework for the competencies to be acquired.<sup>6</sup>

### c) Transnational competency standards from EU projects

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

**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.<sup>7</sup> A total of 16 criteria were developed and grouped as either criteria which relate to the individual person or other criteria which relate to the professional field.
- **Validation of Informal and Non-formal Psycho-Pedagogical Competencies of Adult Educators (VINEPAC) (2006–08):** The project, with partners from Germany, France, Malta, Romania and Spain, developed a tool for validating the psycho-pedagogic competencies of teachers (trainers) in adult education. Referred to as the “Validpack”, the tool comprises a differentiated competency model with the clusters “knowledge”, “training/management”, “assessment and valorisation of learning”, “motivation and counselling” and “personal and professional development”.
- **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.<sup>8</sup> The instrument is based on the European Qualification Framework.

5 [http://www.wba.or.at/studierende/kompetenzen\\_zertifikat.php](http://www.wba.or.at/studierende/kompetenzen_zertifikat.php) (Last access: 08.10.2015)

6 <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> (Last access: 08.10.2015)  
In 2013 the DTLLS was replaced by the Diploma in Education and Training (DET)

7 [http://www.vabaharidus.ee/public/files/LPIA\\_Agade\\_A4.pdf](http://www.vabaharidus.ee/public/files/LPIA_Agade_A4.pdf) (Last access: 08.10.2015)

8 <http://www.flexi-path.eu/> (Last access: 08.10.2015)

- **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.<sup>9</sup>
- **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.<sup>10</sup>

### The development process

#### The development of the Curriculum globALE was conducted in several steps:

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

- On this basis, the preliminary basic topic areas of the target curriculum that would each need to be covered by a separate module were identified.
- The development of the individual modules, together with the formulation of the learning targets, competencies and content areas was then carried out in a multi-step process. The individual development steps were repeatedly compared with the aforementioned national and European reference models. In this way it was ensured that the curriculum would be able to be linked to existing international standards.
- In addition to this comparison with existing models, during the development phase the project group obtained feedback on interim drafts from individual colleagues and experts. This feedback was then taken into consideration in the further development of the curriculum. Over the course of the development process, the module layouts and drafts changed several times.
- The first draft of the full curriculum was discussed and validated at a workshop with adult education experts from science and practice at the end of 2012. On the basis of the discussion, the current draft was subsequently revised at the expert workshop.
- First field tests with the revised curriculum were carried out in some of DWV International's partner countries starting from 2013. The experience gained has resulted in this present revised second edition of the Curriculum globALE as well as in the setting up of the CG website and the (ongoing) development of various supporting materials which may be accessed through this site ([www.curriculum-globale.de](http://www.curriculum-globale.de)).

## 3. Some considerations on the global character of Curriculum globALE

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 and plays an important role within the Sustainable Development Goals (SDGs). In a global perspective, the

9 [http://www.ginconet.eu/sites/default/files/Key\\_Competerences\\_For\\_Adult\\_Educators.pdf](http://www.ginconet.eu/sites/default/files/Key_Competerences_For_Adult_Educators.pdf) (Last access: 08.10.2015)

10 [http://asemilhub.org/fileadmin/www.dpu.dk/ASEM/events/RN3/QF2TEACH\\_Transnational\\_Report\\_final\\_1\\_.pdf](http://asemilhub.org/fileadmin/www.dpu.dk/ASEM/events/RN3/QF2TEACH_Transnational_Report_final_1_.pdf) (Last access: 08.10.2015)

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

The above-mentioned shift in focus from the imparting to the facilitating function also has consequences for the way in which the training for adult educators is conceptually designed. For example, on the continent of South America a strong influence from Paolo Freire can be observed. With his concept of critical consciousness (*conscientização*), Freire has had a strong influence on the concept of adult educators in Latin America, whose main task is perceived as developing critical reflection (*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 concepts, but instead covers them as a whole in terms of their common core. In practice, a clear separation of the abovementioned roles is not always possible and a mixture of these roles is often the result. The present curriculum reflects this tendency. The common core of the different roles is found in the underlying competencies adult educators should possess, regardless of their cultural, institutional or thematic work context. The present curriculum is built on this set of basic competencies. By specifying these competencies, this necessarily implies a certain conception of the role of the adult educator, i.e. the curriculum sets a standard.

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

As with adult education itself, the role of the adult educator depends on the context as well as on the economic aspects, social factors and developments in the education field. This therefore creates certain limits for a curriculum that aims to apply across all countries, regions and subject areas. On the other hand, an awareness of the necessity for professionalisation of adult education now exists to such an extent worldwide that the *Belém Framework for Action*, in its chapter on the quality of adult education, expressly calls for: “improving training, capacity-building, employment conditions and the professionalisation of adult educators, e.g. through the establishment of partnerships with higher education institutions, teacher associations and civil society organisations”.<sup>11</sup> Also within the Sustainable Development Goals, one important target of *Goal 4: Ensure inclusive and quality education for all and promote lifelong learning* is to “substantially increase the supply of qualified teachers, including through international cooperation for teacher training in developing countries” by 2030. 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.

11 <http://uil.unesco.org/home/news-target/belem-framework-for-action/0120c832d6d63fe6fb798a346c9b3419/> (Last Access: 08.10.2015)

## 4. Curriculum globALE and the Human Rights-Based Approach

### Curriculum globALE follows the Human Rights-Based Approach (HRBA) in development cooperation:

“In an HRBA, human rights determine the relationship between individuals and groups with valid claims (rights-holders) and state and non-state actors with correlative obligations (duty-bearers). It identifies rights-holders (and their entitlements) and corresponding duty-bearers (and their obligations) and works towards strengthening the capacities of rights-holders to make their claims, and of duty-bearers to meet their obligations”.<sup>12</sup> The implication is that instead of being a service being offered upon availability, education is a guaranteed right which must be delivered by the “duty-bearers”.

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

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

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

### In order to ensure the right to education for adult learners, three groups bear different responsibilities:

#### The role of State and Civil Society:

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

#### The role of Adult Educators:

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

#### The role of Participants:

Education is not a product to be consumed but a process to become involved in. Even if the enabling environment is provided, the act of learning is done by the learners, hence they share the responsibility for a successful outcome of the learning. This encompasses attitudes, competences and behaviour towards learning and in the actual process. Participation is a two way process which will only work if the opportunity to do so is taken.

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

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

<sup>12</sup> <http://hrbaportal.org/the-human-rights-based-approach-to-development-cooperation-towards-a-common-understanding-among-un-agencies>  
(Last Access: 08.10.2015)

## 5. Principles of Curriculum globALE

The Curriculum globALE is built on a number of general principles – competency-orientation, action-orientation, participant-orientation and sustainability of learning – which are outlined below.

### Competency-oriented

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

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

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

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

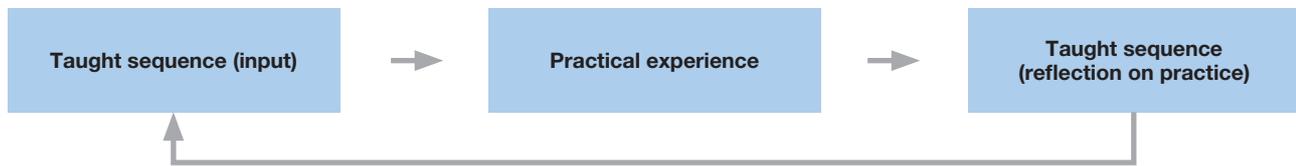
The Curriculum globALE is aimed at such an ability to act, taking into account the aforementioned elements of competency in the curriculum.

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

### Action-oriented

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

The ideal form of implementing the curriculum would incorporate real professional practice as an integral element. This would necessitate the division of taught sequences over a longer period of time, with practical phases for the participants between the taught sequences, i.e. divided according to the model of Input – Practical experience – Reflection on practice:



In turn, a subsequent input phase could then build on the results of the reflection on practice, creating a type of circular improvement process, as indicated by the arrows in the diagram.

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

### Participant-orientated

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

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

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

### Sustainability of learning

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

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

## 6. Overview of the Curriculum globALE

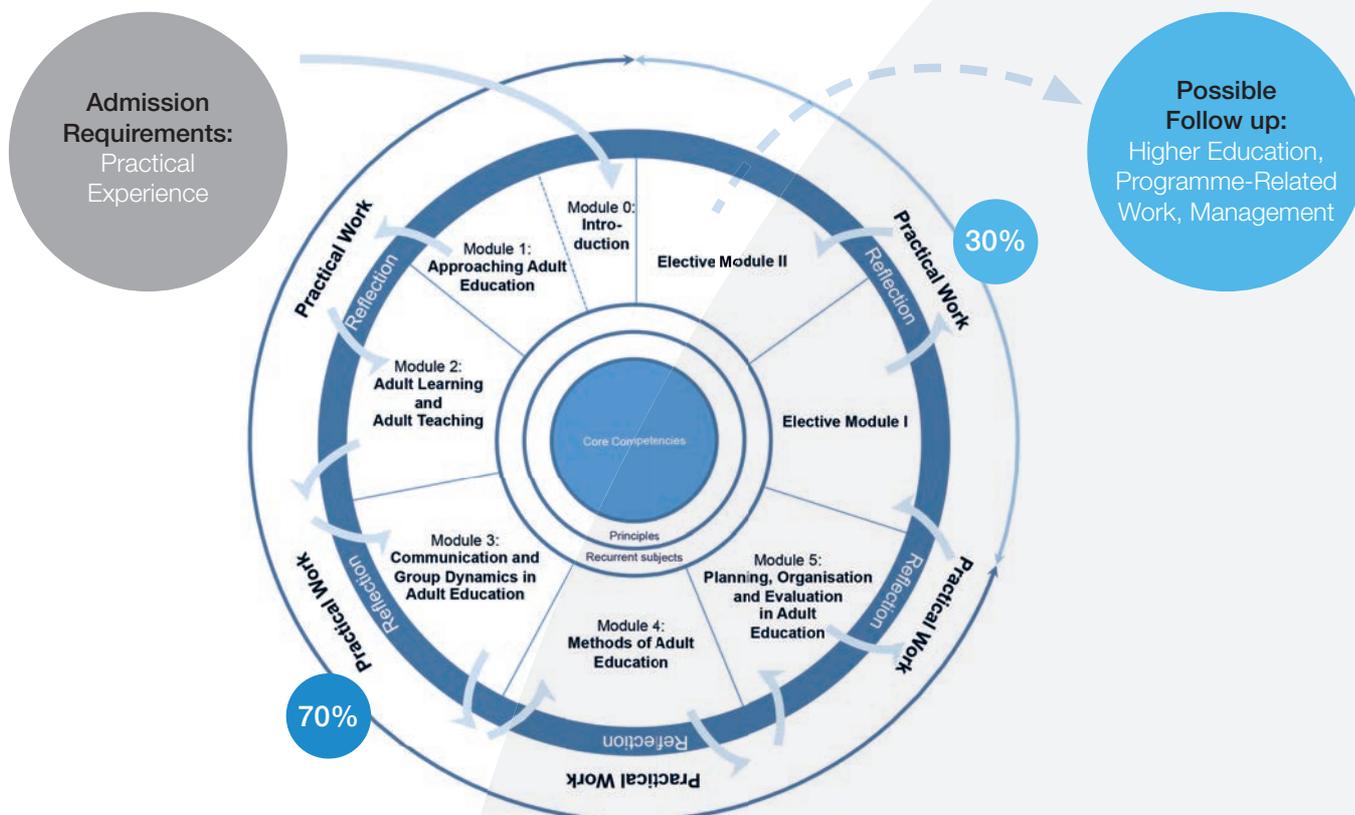
In this section the individual components of Curriculum globALE and the curriculum's overall structure are explained in detail. The figures relating to workload hours and ECTS points which are given in the following overview apply to the case where a fully taught CG training programme is implemented. In the case that RPL is applied for certain parts of the curriculum, the figures relating to the taught provision may be reduced accordingly.

Compared to the first edition of the Curriculum globALE, the workload hours have been adapted – i.e. mainly raised – in the light of the experience gained in the first pilot implementations.

The whole curriculum is allocated 33 ECTS credit points<sup>13</sup> corresponding to a workload of approx. 830 hours for the participants. These 830 hours are distributed over a range of a) thematic units and b) different types of learning formats.

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

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



<sup>13</sup> According to the "European Credit Transfer and Accumulation System" 1 ECTS point equates to a 25- to 30-hour "workload" for learners.

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

- taught sequences within each module,
- individual self-study of the participants within each module,
- accompanied practical work – the participants apply and reflect on what they have learned in real work settings; mentoring and guidance is provided by the trainers
- a final assessment part, which may be a combination of different assessment formats but which should in any case include a practical part, e.g. development of a training concept by the participant.

Looking at the **thematic units**, the ratio between the core modules on the one hand and the elective modules on the other hand is roughly speaking 70:30, meaning: About 570 hours of the participants' learning time is spent on content relating to the five thematic core modules while about 170 hours are dedicated to individually chosen topics and subjects relating to the elective modules.

Looking at the **learning formats**, the ratio between taught sequences and individual self-study of the participants on the one hand and accompanied practical work on the other hand is 60:40, meaning: About 440 hours are spent by the participants on taking part in classroom sessions and individual reading and exercises, while 300 hours are spent by the participants on applying the learning in real work settings and reflecting on it, with the support of the trainer who is providing guidance and mentoring during this process.

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

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

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

- 250 hours of accompanied practical work should be carried out in the context of the five core modules, and 50 hours in the context of the elective modules.
- For each module a minimum of 25 and a maximum of 120 hours of practical accompanied work can be accredited toward the Curriculum globALE. This rule is to ensure that a sufficiently broad thematic range is covered by the practical work and to prevent that the whole amount of work is dedicated to one single topic.

In addition, there is a possibility for participants with previous work experience as an adult educator to have 60 hours of this experience accredited towards the overall requirement of 300 hours of practical work.

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

Name of Module	Main content (headers)	Workload	ECTS
<b>Module 0:</b> Introduction	<ul style="list-style-type: none"> <li>• Information on Curriculum globALE</li> <li>• Information on the training</li> <li>• Information on training provider</li> <li>• Information on and expectations of participants</li> <li>• globALE expectations towards the participants</li> <li>• Building relationships</li> </ul>	15 hours	0,5
<b>Module 1:</b> Approaching Adult Education	<ul style="list-style-type: none"> <li>• Understanding variety and diversity of adult education</li> <li>• Adult education in the national and global context</li> <li>• Adult education as a profession and the role of an adult educator in the sense of the Curriculum globALE</li> </ul>	32 instruction hours (≈4 days) 32 hours of individual study and assessment	2,5
<b>Module 2:</b> Adult learning and adult teaching	<ul style="list-style-type: none"> <li>• Learning theories and reasons</li> <li>• Didactic activity in adult education</li> <li>• Knowledge forms</li> <li>• Adult learning</li> <li>• Education motivation</li> </ul>	32 instruction hours (≈4 days) 32 hours of individual study and assessment	2,5
<b>Module 3:</b> Communication and group dynamics in Adult Education	<ul style="list-style-type: none"> <li>• Communication in adult education</li> <li>• Group dynamics in adult education</li> </ul>	32 instruction hours (≈4 days) 32 hours of individual study and assessment	2,5
<b>Module 4:</b> Methods of Adult Education	<ul style="list-style-type: none"> <li>• Integrating methods in instruction</li> <li>• Overview of methods</li> </ul>	32 instruction hours (≈4 days) 32 hours of individual study and assessment	2,5
<b>Module 5:</b> Planning, organisation and evaluation in Adult Education	<ul style="list-style-type: none"> <li>• Phases of the professional cycle of activity of an adult educator</li> <li>• Needs assessment</li> <li>• Planning</li> <li>• Organisation</li> <li>• Evaluation</li> <li>• Ensuring quality</li> </ul>	32 instruction hours (≈4 days) 32 hours of individual study and assessment	2,5
<b>Elective module(s)</b>	<ul style="list-style-type: none"> <li>• Regional-geographic</li> <li>• Target group-specific</li> <li>• Subject-specific</li> <li>• Situation-specific</li> <li>• Regulation-specific</li> </ul>	64 instructional hours 56 hours of individual study and assessment	5
<b>Practical application and exercises: 300 hours</b>			
- core modules: 250 hours, elective modules: 50 hours			
- distribution across modules may vary; minimum per core module: 25 hours, maximum per core module: 120			
- to be included: participants prepare, teach and reflect on at least 3 lessons of their own (75 hours)			
- up to 60 hours of participants' previous training experience may be counted as practical application			12
<b>Final assessment</b> (e.g. training concept and practical application): 75 hours			3
<b>Total core modules: 570 hours</b>		160 instruction hours 160 hours of individual study and assessment	12,5
		250 hours of practical application	10
<b>Total elective module(s): 170 hours</b>		64 instructional hours 56 hours of individual study and assessment	5
		50 hours of practical application	2
<b>Total introductory module and final assessment: 90 hours</b>		15 introductory module 75 final assessment	3,5
<b>Total:</b>		<b>830 hours</b>	<b>33 ECTS</b>

1 to max. 2 years

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

This applies in particular to the relationship between the modules “Adult learning and adult teaching” and “Methods of Adult Education”. The methods module builds on the module “Adult learning and adult teaching” which aims to impart an understanding of the basic didactic principles. While the focus in this “Adult learning and adult teaching” 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 learning and adult teaching” and “Methods of Adult Education” thus do not in any way represent a strict separation of theory and practice in two separate units, but instead create different focus areas within a theory-practice relationship that is always to be viewed as a unit.

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

- a) The ability to design a course of their choosing in accordance with their participants’ needs and requirements;
- b) Their ability to facilitate a learning session in accordance with the principles of group dynamics, psychology of adult learning, etc.

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

## 7. Some guidance on implementing the Curriculum globALE

A few general prerequisites with regard to participants, trainers and training providers are outlined below. For more detailed guidance refer to additional materials on the CG website or contact the CG team in Bonn.

### 7.1 Cross-cutting issues

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

- **Gender sensitive approach** in adult education and learning, which should enable participants to introduce gender equality and key elements of managing diversity into their educational practice. Training should increase gender awareness, cultural sensitivity and openness for diversity and the ability to work in a gender-sensitive manner. Participation, inclusion and equity, empowerment of women and other vulnerable groups – these things are at the core of the profile for an adult educator.
- **Sustainable development and climate change** are treated in the context of human rights, especially of the rights of future generations and responsibility towards them and towards the environment. As the Asia South Pacific Association for Basic and Adult Education (ASPBAE) points out, “Education for sustainable development is a larger framework of education which seeks to integrate values, principles and practices of development which address the social, economic, cultural, and environmental problems people face in the 21st century.”<sup>14</sup>
- As stated in the *Belém Framework for Action*, adult education and learning should contribute to **sustainable development, peace and democracy**. Therefore the implementation of the curriculum is based on emancipatory, humanistic and democratic values, developing the ability of participants to work in a democratic, open-minded, inter-culturally open and sensitive manner. The vision of a “world in which violent conflict is replaced by dialogue and a culture of peace based on justice” – as described in the Hamburg Declaration on Adult Learning/CONFINTEA V<sup>15</sup> – demands the creation of such an atmosphere during their training and the ability to inspire participants to work in a similar way in their own adult education practice.

14 <http://www.aspbae.org/node/46> (Last access: 08.10.2015)

15 <http://www.unesco.org/education/uie/confintea/declaeng.htm> (Last access: 08.10.2015)

## 7.2 Common core and variable elements

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

- the task of supporting adult learning processes;
- the task of promoting the emancipation and self-determination of adult learners;
- recognising adult learners as persons “of age”, i.e. mature and responsible persons who decisively (co-) determine their learning process.

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

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

- Regional-geographic aspects, enabling locally specific needs to be expressed. What makes a local environment special – be it a specific custom, pressing topics for the local community or special concepts that are more important in individual regions, countries, continents than in others – all of this can be taken into account.
- Target group-specific aspects (target group here refers to the adults with which the course participants work within their function as adult educators, either currently or at a later point in time): Depending on which prerequisites and characteristics (gender, age, education, professional experience, ethnicity, handicaps, etc.) are exhibited by the relevant, locally-specific target groups or which specific interests and goals are being pursued through their participation in an educational programme (literacy, empowerment, etc.), to this end key areas can be created in a targeted manner in the variable part of the curriculum.
- Topic area and subject-specific aspects: these offer a broad spectrum of possible ways to elaborate the curriculum in concrete terms – from setting key focus areas in, for example, basic education or in different branches of vocational education through to classic seminars within the tradition of liberal education. If required, this can also be combined with occupation-specific knowledge components and subject-didactic elements (e.g. linguistic didactics, literacy or similar).
- Management tasks in adult education: the core component of the curriculum globALE focuses on the teaching work that takes place in direct contact with the learners. Organisational, planning and coordinating tasks are only covered to the extent that they are directly necessary for preparing and carrying out such teaching work. It would be conceivable to use the variable part of the curriculum to cover a broader spectrum of adult educator tasks by placing a focus on planning, organisation and management-related tasks that relate to the institution or programme level.
- Situation-specific aspects: further possibilities can result from specific situations – a certain project which requires a specific adult educator profile; a crisis situation, for example in political crisis areas, in which people are needed who are able to carry out education intervention programmes in a targeted manner.
- Regulation-specific aspects: in some cases qualification standards for adult educators may be prescribed, whether it be through national legislation or through regulations at the education provider level. The variable part of the curriculum can be used to make an adjustment to these existing qualification standards.

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

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

### 7.3 Developing your “local” CG version

When Curriculum globALE is introduced, it should be adjusted to the specific institutional and professional context to support the development of the concerned system of adult education. That entails that Curriculum globALE can never exist as a “stand-alone” solution but needs to be embedded in the existing context.

In general it is recommended to:

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

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

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

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

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

**Organisations with possible overlap:** Chambers, NGOs – e.g. working in rural development

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

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

## 7.4 Implementing the CG-training

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

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

As regards the necessary prerequisites for setting up a CG training, a few general rules should be observed as outlined below:

### Physical requirements

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

### Participants

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

## Trainers

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

## Training Providers

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

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

## 8. Quality assurance and monitoring

### Monitoring and support

DIE and DVV International will be supporting the implementing offices of DVV International as also other interested entities by providing guidance in setting up the training programme, researching and developing training materials, finding suitable facilitators and trainers as well as ongoing advice if any problems are encountered during implementation.

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

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

### Quality indicators for the curriculum and monitoring system

The starting point for the assessment of Curriculum globALE is, as stated above, the Right to Education, which will be utilised as a reference framework for the criteria in order to evaluate the development assistance of the Development Assistance Committee of the OECD:<sup>16</sup>

<sup>16</sup> <http://www.oecd.org/dac/evaluationofdevelopmentprogrammes/49756382.pdf> (Last Access: 08.10.2015)

Criteria	Guiding question	Addressees	Monitoring criteria	Source	Comments
<b>Relevance</b>	How far does Curriculum globALE contribute to meeting the societal needs of the respective country or region?	Participants, trainers and partners involved in implementing Curriculum globALE	In how far was the professional level of trainers a concern in the respective country?  Has the implementation of Curriculum globALE met the priorities of partner organisations?  Was exchange on capacity building of interest for partners?	Group and individual interviews, questionnaires	Relevance at societal level is largely determined by the suitability of the 30% of elective modules and the general focus of the partners
<b>Effectiveness</b>	How far have the aims: <ul style="list-style-type: none"> <li>To enhance professionalisation of adult educators by providing a common reference framework</li> <li>To support adult education providers in the design and implementation of train-the-trainer programmes</li> <li>To foster knowledge exchange and mutual understanding between adult educators world-wide been met?</li> </ul>	Participants, trainers and partners involved in implementing Curriculum globALE	How far and in which areas has the training ability of the participants been improved due to the training?  Did the participants acquire the competencies they were supposed to?  How have design and implementation of the training programme benefitted from Curriculum globALE?  How far did Curriculum globALE contribute to knowledge exchange?	Group and individual interviews, questionnaires (ideally baseline data of participants)	Effectiveness is strongly shaped by the quality of the actual training programme in terms of trainers and concept
<b>Efficiency</b>	By which measures could the training needs of the participating trainers be met at a lower cost?  What other more efficient ways could have been utilised in supporting partners to develop ToT-programmes?  Which way could knowledge exchange between adult educators be achieved more cheaply?	Participants, trainers and partners involved in implementing Curriculum globALE	What were the difficulties in implementing Curriculum globALE in practice?  Identification of alternative activities with cost estimates for meeting trainers' needs, developing training schemes, and fostering knowledge exchange	Brainstorming with stakeholders	Efficiency of the way a training concept is being developed is hard to distinguish from the efficiency of the way it is being delivered
<b>Impact</b>	Did the tertiary target group benefit from the training in terms of participation and/or improved living-conditions?	Participants at participants' trainings	Was the learning content appropriate and delivered in a professional manner? Was participation encouraged?	Questionnaires	Attribution gap hard to bridge as training content, circumstance and delivery mode far outweigh the quality of Curriculum globALE
<b>Sustainability</b>	How is Curriculum globALE still used by partners after funding ends?  Are connections established between adult educators still being utilized one year after the project?	Trainers and partners involved in implementing Curriculum globALE	Same as guiding question	Follow up interviews	

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

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Curriculum globALE is open to any feedback and comments. If you are interested in applying the curriculum or getting involved in its further development, please get in touch with a member of the team (list of team-members with contact details can be found under [www.curriculum-globale.de](http://www.curriculum-globale.de)).

<sup>17</sup> The experts taking part were: Emir Avdagic, DVV International, Bosnia Herzegovina; Maja Avramovska Trpevska, DVV International, Macedonia; Prof. John Jacques William Aitchison, University of KwaZulu-Natal, South Africa; Anita Borkar, ASPBAE, India; Dr. Kailash Choudhari, IAEA, India; Tania Czerwinski, DVV International, Germany; Filip Dedeurwaerder-Haas, Landesverband der Volkshochschulen von Nordrhein-Westfalen, Germany; Dr. Martha Farrell, PRIA, India; Dr. Marion Fleige, Technische Universität Chemnitz, Germany; PD Dr. Markus Höffer-Mehlmer, Johannes Gutenberg-Universität Mainz, Germany; Prof. Dr. Wolfgang Jütte, Universität Bielefeld, Germany; Susanne Lattke, DIE, Germany; Prof. Dr. Henning Pätzold, Universität Koblenz-Landau, Germany; Dr. Katarina Popovic, University of Belgrade, Serbia; Angel Marcelo Ramírez Eras, Guanchuro, Ecuador; Prof. Dr. Michael Schlemmann, Justus-Liebig-Universität Gießen, Germany; Dr. Beate Schmidt-Behlau, DVV International, Germany; Prof. Syed Yusuf Shah, IAEA, India; Maduh Singh, UIL, Germany; Galina Veramejchyk, DVV International, Belarus; Jesco Weickert, DVV International, Germany; Fatima Yacine, Direction de la Lutte Contre l'Analphabétisme, Morocco

## Literature

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- European Parliament/Council of the European Union: Recommendation of the European Parliament and of the Council of 23 April 2008 on the establishment of the European Qualifications Framework for Lifelong Learning. In: *Official Journal of the European Union* C 111 of 06.05.2008
- OECD: The definition and selection of key competencies. Executive summary. Online: <http://www.oecd.org/dataoecd/47/61/35070367.pdf>, 2005 (Last accessed: 04.08.12)
- UNESCO: Harnessing the power and potential of adult learning and education for a viable future. Belém Framework for Action. CONFINTEA VI. Belém, 4 December 2009
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## Module 0: Introduction

### Purpose

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

- First, the participants are provided with all relevant information concerning the curriculum, including both the general aims and philosophy of the curriculum and practical details concerning the completion of the training pathway.
- Second, the participants in their turn are invited to share information on their individual (professional) background and on their own needs and expectations towards the training with the provider of the training so as to enable an appropriate tailoring of the training pathway.
- Third, this introductory module is to provide the training participants and facilitators the possibility to get in touch with each other, to exchange information and to build up a personal relationship in order to enable the creation of a constructive learning environment.

### Format

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

### Content

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

#### **Information on Curriculum globALE**

- Background information on Curriculum globALE, its philosophy and principles
- Aim of the curriculum
- Learning objectives and competencies to be acquired
- General introduction to the individual modules

#### **Information on the training**

- Structure of the training
- Training formats
- Learning activities and methods foreseen
- Communication modes and channels
- Time schedule
- Venues for attendance phases

**Information on training provider**

- Personal information on the trainers/facilitators: professional background and experience in ALE
- Contact details of trainers/facilitators
- Contact details of administrative and support staff

**Information on and expectations of participants**

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

**Curriculum globALE expectations towards the participants**

- Requirement for active learning commitment
- Requirement for reflection and practical application of learning content

**Building relationships**

- Getting to know each other
- Exchange of contact details for further communication among participants and trainers/facilitators

**Follow-up: taking up expectations**

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

- The selection of subject matter for the five thematic core modules may be adapted to the background of participants, e.g. by choosing examples particularly from the fields in which the participants are active (such as: literacy training, democracy education, community empowerment, vocational skills training, etc.)
- The expectations articulated by the participants may be used for defining the subjects of the elective module(s). These modules may be conceptualised in a rather free way as long as some basic quality criteria are met. Therefore the elective modules can and should be used as much as possible – within the limits of the resources available – to provide tailor-made training provision to individual needs.

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

## Module 1: Approaching Adult Education

### Competency<sup>18</sup>

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

### Individuals who have completed the Curriculum globALE

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

### Linkages to the other modules

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

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

### Topics

#### Understanding the variety and diversity of adult education

- Principles of pedagogy/andragogy:
  - Basic anthropological assumptions, conception of (wo)man, education, socialisation
  - Education theories, concept of education, adult learning
  - Ethics of adult education

<sup>18</sup> The description of the competency of this module does not refer to an ability to act in the narrower sense but to a basic set of knowledge and attitudes in order to responsibly carry out the competencies described in the next modules.

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

#### **Adult education in the national and global context**

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

#### **Adult education as a profession and the role of an adult educator in the sense of the Curriculum globALE**

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

### Suggested literature (selection)

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

### Notes on implementation

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

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

### Practical application and reflection

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

### Recommended scope:

- 32 instruction hours (≈4 days)
  - 32 hours of individual study and assessment
- Practical application and exercises, e.g. project visits
- variable (between 25 and 120 hours) as appropriate

## Module 2: Adult learning and adult teaching

### Competency

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

### Individuals who have completed the Curriculum globALE

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

### Linkages to the other modules

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

### Topics

#### Learning theories and reasons:

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

#### Didactic activity in adult education

- Effects of different learning theories and reasons with regard to own didactic activities
- Didactic principles of adult education
  - Participant oriented
  - Experience oriented
  - Relation to life environment

**Knowledge forms**

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

**Adult learning**

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

**Education motivation**

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

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

- Reference to the respective individual cultural environment
- Breaking down the imparted information to the specific context of activity
- Adding or omitting non-relevant dimensions as necessary

**Suggested literature (selection)**

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

### Notes on implementation

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

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

### Practical application and reflection

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

### Recommended scope

- 32 instruction hours (≈4 days)
- 32 hours of individual study and assessment

Practical application and exercises:

- variable (between 25 and 120 hours) as appropriate

## Module 3: 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.

### Linkages to the other modules

This module is closely connected to methods (module 4), especially because it is the basis for the use of many methods – knowing the principles of good communication and leading the group, it will be possible for participants to apply even those methods that were not explained or practiced in detail during the course, or some new methods that they have been reading about. At the same time, this module is interrelated with modules 1 and 2, especially relating to the ways adults learn, the specific characteristics, the context and motivation. These points of view are exactly the communication methods that should be used to approach adults. Furthermore, adequate communication and a good atmosphere in the working group are the most important motivating factors and the strongest barriers to adult learning if they are not suitable and positive. Therefore, through this module, some practical answers should be given to the more general questions of adult learning, and some concrete illustrations of single aspects of adult learning theories, especially about the relationship between teacher and adult learner.

## Topics

### Communication in adult education

- Communication terms, communication models and principles of communication theories
- Adult education theories and their concepts of communication
- Basic elements and key features of communication
- Types and levels of communication
  - visible – informative
  - invisible – emotional communication level
  - verbal, non-verbal and paraverbal communication
- Principles of communication (respectful, motivating, mutual, etc.)
- Components and techniques of communication (active listening, levels of communication, avoiding discussion killers, asking questions)
- Giving feedback, expressing and accepting criticism, in particular in the education context
- Group and individual communication
- Non-violent and assertive communication; supportive and empowering communication
- Dealing with different communication styles in teaching and learning processes
- Recognising and eliminating communication obstacles in lessons and learning processes
- Aspects and techniques of guidance with regard to communication in lessons and the learning processes
- Intercultural communication, taking into account cultural specifics in communication
- Social media and digital communication
- Gender-appropriate language and gender-sensitive communication
- Specific elements influencing communication:
  - gender
  - diversity
  - sustainability
  - culture
  - context
- Basics of internal communication
- Basics of external communication (PR, marketing)

### Group dynamics in adult education

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

### Suggested literature (selection)

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

### Notes on implementation

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

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

### Practical application and reflection

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

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

### Recommended scope

- 32 instruction hours (≈4 days)
- 32 hours of individual study and assessment

Practical application and exercises

- variable (between 25 and 120 hours) as appropriate

## Module 4: Methods of Adult Education

### Competency

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

### Individuals who have completed the Curriculum globALE

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

### Linkages to the other modules

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

### Topics

#### Integrating methods in instruction

- What are the methods?
- What are the criteria for choosing the adequate methods?

#### Overview of methods

- Overview: typologies for methods
- Importance and advantages of interactive methods
- Adequacy of methods to the gender, age, culture and other characteristics of the target group
- Opening methods
  - Ice-breakers
  - Getting-to-know-you games
  - Asking about expectations
- Methods to impart information, tap knowledge and develop content
  - Lecture
  - Presentations
    - + Speaking techniques
    - + Interactive instruction
    - + Demonstrating
    - + PowerPoint
    - + Flip charts & similar tools
  - Group methods
    - + Project methods, group tasks
    - + Learning circles, four corners method and similar methods
    - + Mixed variations: 5x5 method, sandwich method
    - + Collaborative learning with the computer

- Individual learning
  - + Individual study
  - + Learning diary
  - + Reading technique
  - + Computer-based learning
  - + Observation visits
  - + Methods to support self-learning and the acquisition of self-learning skills
- Social learning and experiential learning
  - + Discussion rounds
  - + Role-plays, simulations
  - + Psychodrama
  - + Workshops, world café, open space
  - + Site visits: Learning from the local context
  - + Project work
  - + Problem solving
  - + Biographical learning
  - + Participative methods
- 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
  - Closing session and wrap up methods
  - Securing results
  - Feedback on the instruction
- Method and techniques for self-organised learning

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

- the concrete application of methods in the participants' own context of activity;
- the realisation that there is no perfect method, but that the choice always results from a balance between the group, framework conditions, learning objectives and course instructor;  
and
- practicing targeted alternation of methods within the framework of the social dynamics in the group.

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

### Suggested literature (selection)

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

### Notes on implementation

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

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

### Practical application and reflection

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

### Recommended scope:

- 32 instruction hours (≈4 days)
- 32 hours of individual study and assessment

Practical application and exercises

- variable (between 25 and 120 hours) as appropriate
- recommended: participants prepare, teach and reflect on at least 3 lessons of their own (75 hours), teaching observation visits, peer feedback

## Module 5: Planning, organisation and evaluation in Adult Education

### Competency

Individuals who have completed the Curriculum globALE are aware how the phases of planning (including development of the curriculum), organisation, performance and evaluation are connected with each other in the professional cycle of activity of an adult educator. For the phases of planning, organisation and evaluation, they have knowledge of different methods and are able to apply this knowledge appropriately to the situation and critically reflect on this.<sup>19</sup> With a view to their own professional activity, the adult educators use the experience they have gained to systematically improve their programmes.

### Individuals who have completed the Curriculum globALE

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

### Linkages to the other modules

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

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

### Topics

#### Phases of the professional cycle of activity of an adult educator

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

#### Needs assessment

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

<sup>19</sup> The performance phase is covered in detail in module 4 (Methods of adult education).

### Planning

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

### Organisation

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

### Evaluation

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

### Ensuring quality

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

### Suggested literature (selection)

- Archer, David; Cottingham, Sara: *Reflect Mother Manual*, London, o.J.  
<http://www.reflect-action.org/sites/default/files/u5/Reflect%20Mother%20Manual%20-%202012.pdf>
- Bramley, Peter: *Evaluating Training*, London 2003
- Caffarella, Rosemary S.: *Planning programs for adult learners. A practical guide for educators, trainers, and staff developers*. 1. ed. San Francisco 1994

### Notes on implementation

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

### Practical application and reflection

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

### Recommended scope

- 32 instruction hours (≈4 days)
- 32 hours of individual study and assessment

Practical application and exercises

- variable (between 25 and 120 hours) as appropriate

## Electives Module(s): **Varying topic(s)**

### Competency

*Individuals who have completed the Curriculum globALE have acquired in-depth specialised, factual and theoretical knowledge relating to at least one particular field or one particular aspect of an adult educator's professional activity. They have acquired a comprehensive range of cognitive and practical skills required for professional performance in this field or in dealing with this aspect respectively.*

### Linkages to the other modules

The elective module(s) represent an opportunity for the participants either

- to deepen further the knowledge and skills acquired in the core modules concerning a specific topic (e.g. needs assessment, curriculum development, diversification of methods according to different learner types etc.)
- to further developing and applying the knowledge and skills acquired in the core modules to a specific context (e.g. teaching and learning in adult literacy programmes)
- to broaden their competence profile by acquiring knowledge and skills concerning a field or aspect that is relevant to their professional activity but which is not a fundamental part of the core modules (e.g. Management in adult education, lobbying in adult education)

### Topics

All kinds of topics that are relevant to an adult educator's professional activity in a given context may be eligible.

### Notes on implementation

The format and the didactic approach will depend very much on the topic chosen and no general indications can therefore be given. In any case, however, the general principles underlying the Curriculum globALE, such as participant orientation and action-orientation should be respected in the design of the elective module(s).

### Recommended scope

The elective module(s) are an integral part of the Curriculum globALE and therefore must not be omitted in the frame of a complete CG training programme. This is particularly relevant when it comes to certification. As with the core modules, RPL may of course be applied for the purpose of certification.

In the case of a taught module (or several taught modules) the recommended total scope would be:

- 64 instruction hours (≈8 days)
- 56 hours of individual study and assessment

Practical application and exercises: 50 hours

## The German Institute for Adult Education – Leibniz Centre for Lifelong Learning (DIE)

is funded by the federal government and the federal states. It conducts research in the field of adult teaching and learning, continuing education programmes and institutions as well as on the political and institutional contexts of lifelong learning.

Research and development at the DIE covers several paramount socially relevant issues, e.g.: How can continuing education systems enhance participation and competences and reduce social disparities? How can continuing education institutions be organised and managed to be pedagogically efficient? How can continuing education programmes be tailored to meet needs and demands? How does teaching, learning and counselling work in adult and continuing education? How can our scientific services support and facilitate research activities?

The DIE

- conducts application-relevant and fundamental research,
- provides a transfer of knowledge and infrastructure for research,
- develops innovative concepts for practitioners,
- and advises stakeholders of national and international continuing education policy.

The institute's research and its research-based services support the development of both continuing education science as well as practice and politics in the field of adult education. DIE services are developed in two departments: Research and Development Centre (FEZ) and Data and Information Centre (DIZ). FEZ provides application-oriented and fundamental research and development. DIZ enables research by providing infrastructures and transferring knowledge with publications, data bases and general public relations.

The DIE establishes contacts between stakeholders in national and international continuing education, and is hence the central, interdisciplinary active contact in this area. This is an essential task based on the multi-layered nature of the German (and more so, the international) continuing education field.

## DVV International is the Institute for International Cooperation of the Deutscher Volkshochschul-Verband e. V. (German Adult Education Association)

DVV represents the interests of the approximately 920 Adult Education Centres (Volkshochschulen) and their state associations, the largest further education providers in Germany.

As the leading professional organisation in the field of adult education and development cooperation, DVV International has committed itself to supporting lifelong learning for more than 45 years. DVV International provides worldwide support for the establishment and development of sustainable structures for youth and adult education.

DVV is a professional partner in dialogue with the local people. To achieve this, it cooperates with more than 200 civil society, government and academic partners in more than 30 countries in Africa, Asia, Latin America and Europe. DVV's country and regional offices build local and regional cooperation and ensure the quality and effectiveness of its action in its partner countries. Their work focuses on literacy and basic education, vocational training, global and intercultural learning, environmental education and sustainable development, migration and integration, refugee work, health education, conflict prevention and democracy education.

DVV International finances its work with funds from institutional and private donors. In concert with national, regional and global adult education associations, DVV International promotes lobby work and advocacy for the human right to education and for lifelong learning. To achieve this, it orients itself on the UN Millennium Development Goals (MDG), the global Education for All (EFA) programme and the UNESCO World Conference on Adult Education (CONFINTEA). DVV International supports the European and global exchange of information and expertise through conferences, seminars and publications.

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