



Institute for
Lifelong Learning



Curriculum globALE

Competency framework
for adult educators



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Lifelong Learning



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Competency framework

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The **International Council for Adult Education** (ICAE) is a global network of non-governmental organizations with a mandate to advocate and promote learning and education for adults and young people in pursuit of social justice within the framework of human rights, as

well as to secure the healthy, sustainable and democratic development of individuals, communities and societies.

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Foreword

David Atchoarena

Adult learning and education (ALE)

constitutes a major component of life-long learning. It has great potential to support individuals, communities and societies in addressing many of the key challenges of the contemporary world, such as ageing, labour-market transformation, digitalization, global citizenship and climate change. ALE, through offering multiple flexible pathways, delivery modes, assessment and certification regimes, provides learners with lifelong opportunities to develop the skills and competences they need to thrive in the twenty-first century.

ALE is a key component of the United Nations Sustainable Development Goal (SDG) 4 on quality education and lifelong learning and contributes to the achievement of many of the other 16 SDGs. Offering high-quality training for adult educators is key to improving ALE programmes and learning outcomes.

The Belém Framework for Action (BFA), the outcome document of the Sixth International Conference of Adult Education (CONFINTEA VI, 2009), identifies the professionalization of ALE educators as one of the key challenges for ALE policy and practice. Through the BFA, UNESCO

Member States committed to developing quality criteria for curricula and training materials, and to improving training and employment conditions for adult educators.

More recently, the 2015 UNESCO Recommendation on Adult Learning and Education (RALE) emphasized that ‘a culture of quality in adult learning requires relevant content and modes of delivery, learner-centred needs assessment, the acquisition of multiple competences and knowledge, the professionalization of educators, the enrichment of learning environments and the empowerment of individuals and communities’.

Yet, there is still a shortage of qualified adult educators and insufficient institutional capacities for pre-service and in-service training. As a result, adult educators are often poorly trained, lack a solid professional grounding and have few opportunities for continuing education throughout their careers.

This publication supports the professionalization of adult learning and education by specifying core competencies as a reference framework for the qualification of adult educators.

A curriculum for adult learning and education that can be used globally may seem challenging. However, there are many factors common to most adult education practices around the world. The role of the adult educator, as conceived in Curriculum globALE, is based on a core of common values and principles that are of universal relevance, as confirmed through several years of implementation and refinement around the world.

The curriculum can be adapted to national and local contexts, in terms of organization, content, methods of training and implementation modalities. While there are many ways to teach certain contents, core competencies must remain the backbone of training programmes for adult educators.

The aim to develop a curriculum and a competence framework for ALE aligns with UIL's goal to assist Member States with the implementation of the BFA and

RALE, which, in turn, contributes to the achievement of the SDGs. It is important to bear in mind that Curriculum globALE is not intended as a 'ready to wear' solution but must be contextualized to specific conditions and systems.

As a standard qualification framework for adult educators worldwide, Curriculum globALE, provides a reference point for knowledge and competencies that can be used at international scale while allowing the integration of diverse contexts.

It is hoped that this framework will support ALE stakeholders in their efforts to promote quality curriculum, and contribute to the professionalization of adult educators across borders, recognizing and building not only core competencies but also common values in line with our shared aspiration for lifelong learning and sustainable development.

David Atchoarena is Director of the UNESCO Institute for Lifelong Learning

Acknowledgements

This new version of Curriculum globALE is the result of an initiative guided by a steering group consisting of representatives of four partners, namely the UNESCO Institute for Lifelong Learning (UIL), DVV International (the Institute for International Cooperation of the Deutscher Volkshochschul-Verband e.V. [DVV], the German Adult Education Association), the German Institute for Adult Education – Leibniz Centre for Lifelong Learning (DIE) and the International Council for Adult Education (ICAE).

The project partners work on the development of recommendations for implementation, sharing various modalities and options for the implementation of Curriculum globALE in different contexts and suggesting pathways for the definition of requirements (of the trainers, participants and implementing partners), assessment and evaluation, and certification.

The process was coordinated by Angela Owusu-Boampong and Werner Mauch (UIL) as members of the project's steering group, which also included Uwe Garten-schlaeger (DVV), Susanne Lattke (DIE) and Katarina Popovic (ICAE), who authored the revised version.

Initially developed in 2012/13 by DVV International (Levan Kvatchadze, Katarina Popovic, Jesco Weickert) and DIE (Susanne Lattke), the first version of Curriculum globALE was successfully piloted in various regions, responding to the need for a basic curriculum for the training and upskilling of adult educators.

For this new version, the steering group consulted international experts from all regions to ensure that the curriculum was compatible with the diversity of regional and cultural contexts in which ALE is unfolding. We are grateful to all the individuals and organizations that contributed to the report and shared their critical observations. Special thanks go to Nadia Hashem, Timothy Ireland, Levan Kvatchadze, Thomas Lichtenberg, Stephen Onyekwelu, Jonghwi Park, Kathleen Parker, Samah Shalaby, Sabine Schmidt-Lauff and Silke Schreiber-Barsch, Carlos Vargas Tamez, Taina Tammelin-Laine, Mary Watugulu and Mari Yasunaga. We thank Jennifer Kearns-Willerich for copy-editing and Cendrine Sebastiani for her efficient support throughout the process.

Fruitful input from all those mentioned above helped shape this publication, which we hope will contribute to the advancement of the professionalization of adult educators in various countries throughout the world.

Rationale for and background to

Curriculum globALE

This publication introduces Curriculum globALE (CG), a basic competence framework for the training of adult educators worldwide. By providing cross-curricular approaches, Curriculum globALE is unique in its aim to professionalize adult learning and education (ALE) on an international scale.

ALE represents an important part of lifelong learning, now widely recognized as playing a key role in addressing the global challenges faced by individuals and societies. The Belém Framework for Action (BFA), the outcome document of the Sixth International Conference on Adult Education (CONFINTEA VI, 2009), identifies the professionalization of adult learning and education as a key component of ALE policy and practice. Through the BFA, UNESCO Member States commit to developing quality criteria for ALE curricula and training materials and to improving training and employment conditions for adult educators. They have made this commitment because ‘adult learning and education equip people with the necessary knowledge, capabilities, skills, competencies 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’ (UIL, 2010).

In its definition of ALE, the 2015 Recommendation on Adult Learning and Education (RALE) asserts that the ultimate goal of education for adults is to ensure that they can participate fully in society, including in the world of work, throughout their lives. RALE identifies three key domains of learning and skills that are of importance for ALE:

- literacy and basic skills;
- continuing education and vocational skills
- liberal, popular and community education and citizenship skills.

In terms of quality and professionalization, RALE emphasizes that ‘a culture of quality in adult learning requires relevant content and modes of delivery, learner-centred needs assessment, the acquisition of multiple competencies and knowledge, the professionalization of educators, the enrichment of learning environments and the empowerment of individuals and communities’ (UNESCO, 2015a). UNESCO suggests paying attention ‘to the relevance, equity, effectiveness and efficiency of

adult learning and education'. Furthermore, it recommends aligning with ALE provision through contextualized, learner-centred and culturally and linguistically appropriate programmes, which would ensure fair access to and sustained participation in ALE without discrimination, and assessing the effectiveness and efficiency of programmes (ibid.).

The UN 2030 Agenda for Sustainable Development and its Sustainable Development Goals (SDGs) gave a new impulse for further development in ALE. The sustainability agenda addresses challenges related to hunger, poverty, inequality, climate change, environmental degradation, and threats to peace and justice. Education is fundamental to overcoming many of these challenges and is represented by a standalone goal, SDG 4, which calls on countries to 'ensure inclusive and equitable quality education and promote lifelong learning opportunities for all' (UN, 2015).

Adult learning and education is one of the key components of the SDG 4 on quality education and contributes to the achievement of many of the other 16 SDGs. Target 4 C in particular aims to 'substantially increase the supply of qualified teachers, including through

international cooperation for teacher training in developing countries' by 2030 (ibid.) Adult educators are the central agents in the delivery and promotion of quality ALE around the world. Consequently, high-quality training for adult educators will improve not only the standard of ALE programmes but also the capacities of countries to meet the SDGs.

A 2020 study by DVV International, the Institute for International Cooperation of the German Adult Education Association, showed that

the interconnections between ALE and SDGs are rooted within the methodological approach of Adult Learning and Education. ALE is understood as a mobilising, empowering and transforming process. The output of this process is on one hand new knowledge, skills and competencies, on the other hand it can also lead to ownership of political and decision-making processes, the will and the ability to act. ALE is learner-centred and able to mobilise learners not as mere recipients of knowledge, but as agents of change in their own lives and in their communities (Schweighöfer, 2019).

If adult learning and education is to reach its full potential, it must be supported by people who have appropriate professional competencies. While teachers at primary school level have usually undertaken some programme of professional education, often at college or university level (as pre- or in-service training), this is not necessarily the case for people who develop programmes and teach adults. The professionalization of ALE – that is, ensuring the quality of provision, programmes and staff – is therefore perceived as a key challenge for meeting the commitments set out in the sustainability agenda.

Alan Rogers' (2005) background report for the Education for All Global Monitoring Report 2006, 'Literacy for Life' (UNESCO, 2006), indicated that, in spite of the trend towards professionalization, the majority of adult educators at the time were volunteer facilitators who lacked the proper qualifications to teach adults. This was doubly true in the field of adult literacy. The BFA later confirmed that 'the lack of professionalization and training opportunities for educators has had a detrimental impact on the quality of adult learning and education provision' (UIL, 2010). It indicated that around one-third of the 150 country reports submitted for CONFINTEA VI cited

inadequate qualification of personnel as one of the biggest areas where action was needed. The BFA consequently identified professionalization of adult educators as one of the key challenges for the field of ALE and noted that conference participants had committed themselves to 'training, capacity-building, employment conditions and the professionalization of adult educators at the conference, e.g. through the establishment of partnerships with higher education institutions, teacher associations and civil society organizations' (ibid.).

Numerous regional, national and cross-border cooperation projects have since been initiated to identify competency requirements, define standards and develop training provision for adult learning and education in general and for teachers and trainers in specific areas of ALE, such as vocational education and training (VET) (see CEDEFOP, 2013, for example). UNESCO deems adult educator training as critical to improving the quality of provision: accordingly, in the third *Global Report on Adult Learning and Education (GRALE 3)*, it called on countries to measure progress in teacher training, their employment conditions and professionalization (UIL, 2016). The subsequent *GRALE 4* (UIL, 2019) found that, of the 157 Member States and two

Associate Member States that responded to the survey, 52% (76 countries) reported an improvement to pre-service training for adult educators, 70% (105 countries) reported an improvement to in-service training, and 58% (79 countries) reported an improvement in employment conditions of teachers in ALE. Countries reported progress mostly in literacy, basic skills, and continuing education and professional development (vocational skills); improvement rates for liberal, popular and community education (active citizenship skills) remained between 0–3% (ibid.). This will naturally have a notable impact on the level of professionalization of ALE staff in these areas.

These developments form the general background of the initiative undertaken by the UNESCO Institute for Lifelong Learning (UIL) in collaboration with the Institute for International Cooperation of the German Adult Education Association (DWW International), the German Institute for Lifelong Learning (DIE), and the International Council for Adult Education (ICAE) to develop, test and disseminate a renewed core curriculum for training adult educators.

DWW International and DIE developed the first edition of Curriculum globALE in 2012; the first field tests were carried out in some

of DWW International's partner countries starting in 2013. It has since been successfully piloted in several countries in Latin America, Asia, the Arab region and Europe. The renewed Curriculum globALE builds on these experiences, satisfies international scientific standards and is suitable for use on a transnational scale. A steering group comprising representatives of the four partners – UIL, DWW International, DIE and ICAE – consulted international experts from all regions to ensure that the new curriculum is capable of catering to the diversity of regional and cultural contexts in which ALE is unfolding.

Moreover, the development of a renewed Curriculum globALE and a common reference framework for ALE aligns with UIL's goal to assist UNESCO Member States with the implementation of the BFA and the RALE, which, in turn, contributes to the achievement of the SDGs. More specifically, Curriculum globALE aims to:

- enhance professionalization of ALE by providing a common reference framework for adult learning programmes and a suggested standard of competencies for adult educators;
- support adult learning and education providers in the design and implementation of 'train-the-trainer' programmes;

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

Part 1 of this publication offers a detailed introduction to Curriculum globALE. It outlines its key features (1.1) and presents the most important sources upon which the curriculum is built and sets out the methodology for curriculum development (1.2). General principles and considerations that underlie Curriculum globALE are then explained (1.3–1.5) along with its components and structure (1.6). This is followed

by a detailed chapter on different aspects concerning the practical implementation of the curriculum (1.7). Part 1 concludes with a general outline of the recommendations for a quality assurance framework (1.8).

The full module descriptions of Curriculum globALE can be found in Part 2, including competencies, main topics, links to other modules, notes on implementation, recommendations for practical application and reflection, and recommended scope.

Part 1:

Curriculum globALE:

An introduction



1.1 A brief portrait of Curriculum globALE

Curriculum globALE (CG) is a modular and competency-based framework curriculum for the training of adult educators worldwide. The achievable **qualification level** is a basic qualification in the area of adult learning and education. The professional reference profile used is an adult educator working mainly in teaching (in a broad sense). In other words, the learning outcomes described in the curriculum constitute a qualification that course teachers, instructors, trainers, lecturers, facilitators and similar individuals should fulfil prior to carrying out their work.

With reference to the International Standard Classification of Education (ISCED 2011) developed by UNESCO, the competency level targeted by the curriculum would be classified at Level 5. Given its shorter duration/volume, a training programme based on Curriculum globALE would not normally be sufficient for the completion of ISCED Level 5 alone;¹ 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), though it would depend on the country's framework, qualification levels, RPL (recognition of prior learning) mechanisms, and decisions at the national level.

The approach is **generic**; that is, the competencies in CG support adult educators to work in any educational setting, field and form (literacy, general education, vocational training, global citizenship education, transformative learning, etc.). It provides a significant foundation for further specialization or specific target group work in a changed professional context. The **holistic** character of CG is secured through a combination of knowledge, competencies, skills and values.

Overall, CG is built on four **general principles**: (1) competency orientation; (2) action orientation; (3) learner orientation; and (4) sustainability of learning and flexibility.

¹With reference to the European Qualifications Framework, the competency level targeted by the curriculum would be classified at around EQF Level 5.

It comprises an introductory module, **five thematic core modules** (basis of adult learning and education; adult learning and adult teaching; communication and group dynamics in adult learning and education; methods of adult learning and education; and planning, organization and evaluation) and up to three elective modules. The introductory module and the five thematic core modules address topics and key facets relevant to professionalization. There are also several important cross-cutting issues (see 1.7); namely, gender-sensitive approaches; sustainable development and climate change (ESD); and humanistic and democratic values and global citizenship (GCE), including a human rights-based approach (HRBA) and its application to learning and education.

The **learning outcomes** described in the curriculum form the core of the standard setting, which is consistent across all countries and should not be changed. In this sense, Curriculum globALE can also include a kind of meta-competency framework for adult educators: the learning outcomes defined in the curriculum represent exactly those competencies that all adult educators should possess, regardless of the geographical, institutional or domain-specific context in which they work.

Before implementing Curriculum globALE, training programmes that enable adult

educators to acquire and apply the competencies defined in the curriculum must be established. The exact shape and character of the training programmes may vary – even considerably – according to local needs. To support implementation, the module descriptions also indicate how learning outcomes can be achieved and how corresponding competencies can be developed. For this purpose, each module description (see Part 2 of this publication) includes information on the following **implementation features**:

- a compilation of topics and questions for self-reflection;
- recommendations for methodological didactic implementation;
- recommendations on timeframes for individual modules.²

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.

The order of completing the modules is not fixed, although there is a recommended order, which begins with the introductory module. With regard to learning formats, the modules alternate taught sequences, individual self-study and practical work to ensure a strong connection between theory, practice,

²This is merely an example of a possible implementation format for the overall curriculum, i.e. a traditional training programme with compact lesson blocks. In practice, very different approaches and formats in different combinations are possible to achieve the learning outcomes.

knowledge and application. Interaction, exercises, reflection and interactive learning are core didactical principles recommended to implement CG.

The curriculum can be organized into temporal lesson units using a number of models ranging from a full-time intensive course to a split course with short lesson units over a longer period of time. If one module is split into two parts, the participant should complete the second part shortly after completing the first. However, learners should schedule sufficient time between the completion of one module and the commencement of the next.

Since the **contextual conditions** and **specific needs** of target groups will vary considerably between regions, institutions or domains, the elements listed in the modules – topics, suggested literature, proposed didactical methods – are recommendations, subject to minor or more significant changes according to context. Some countries might have a framework in place or might develop a new one or review an existing one with Curriculum globALE as a reference. The curriculum is thus intended to provide a basis for tailoring individual training programmes that differ in terms of single subject matters, materials, methods and formats but nevertheless correspond to a shared set of competencies.

Who will use Curriculum globALE?

Curriculum globALE is suitable to several different contexts: in countries with an existing reference framework for the competencies of adult educators for example, CG could be used to improve and expand their programmes or to influence new forms and content. The character and structure of CG enables its inclusion in a national education system for adult educators, especially when combined with recognition of prior learning (RPL).

For countries and regions without institutionalized, formalized or certified frameworks for staff in adult learning and education, CG could be a starting point for professionalization of future adult educators. Recognition of prior learning, meanwhile, could connect existing short courses with more professional and structured programmes. For countries undertaking educational reforms, CG could support sustainable educational measures, deliver qualified ALE staff and guarantee quality of provision. Moreover, CG can clarify goals, content and required competencies by structuring and improving ‘unsystematic’ forms of learning and education that already exist. It would thus be easier for ALE to form a part of the national qualification structure or system.

The curriculum is initially **aimed at institutions and organizations in the area of adult learning and education**. It strives to ensure that educators’ knowledge, competencies, skills and attitudes are of a professional standard. As a quality

assurance reference framework, Curriculum globALE provides an international reference that also appeals to other **specialist audiences** and education policy-makers outside of ALE institutions. Various institutions and organizations would benefit from CG: departments for bachelor's and master's studies programmes at universities, continuing education departments, ministries of education, departments in other ministries, civil society organizations, training units within organizations or private providers. Partnerships are also possible.

Application of the curriculum and this publication is **aimed at individuals involved in planning and organizing qualification or capacity-development programmes for adult educators**.³ By defining learning outcomes, the curriculum provides an orientation framework for achieving targets with training programmes. With notes on implementation and supporting materials on content, methods and formats, the curriculum also assists with planning and implementation of individual programmes.

1.2 How was Curriculum globALE developed? Sources and partners

The current Curriculum globALE is built upon:

- existing train-the-trainer programmes using project, research and educational work completed by partners (UIL, DVV International, DIE, ICAE);
- national qualification systems and standards for adult educators;
- transnational competency standards for adult educators that have been developed within various projects;
- evaluations and experiences from the first stage of implementation (2014–2019);
- input from the steering group and international experts.

Experiences of the project partners

The four projects partners contributed their perspectives and experiences in policy, research and practice to the revision of Curriculum globALE. The UNESCO Institute for Lifelong Learning (UIL), for example, which works with policy-makers and planners to professionalize adult learning and education (ALE) and has supported numerous projects on capacity-building worldwide, provided input on the REFLECT (Regenerated Freirean Literacy through Empowering Community Techniques) methodology. Based on the ideas of Brazilian educator Paulo Freire, REFLECT aims to empower learners to develop their own learning materials and

³The 'adult educators' themselves thus form an indirect target group for the curriculum. Individual definitions of 'adult educators' and the expectations associated with this professional role can vary greatly in different countries and world regions (see 1.3).

activities that reflect their socio-economic and political circumstances (Hanemann, 2015). With its underlying principles of Freire's social transformation and the Participatory Rural Appraisal (PRA) method (Gadio, 2011), the approach emphasizes the importance of interaction and the central role of the learner. All of these principals and approaches feature in CG.

DVW International provided rich input from its network of national and regional offices worldwide and extensive expertise in capacity-building (DVW International, n.d.). The organization initiated and managed the first version of CG and played a crucial role in its piloting and evaluation. Moreover, train-the-trainer programmes have been a regular component of project work conducted by DVW International and served as the starting point for CG's development. Such programmes are promoted by DVW International for various application areas, i.e. to support the professionalization of ALE or to improve the quality of educational work and training in other fields. Many of the principles on which CG is based drew on DVW International's experiences, content and recommended methods.

The German Institute for Adult Education (DIE) provided necessary background research and a reliable scientific basis for Curriculum globALE. Together with DVW International, DIE developed the first version of CG, accompanied the pilots in an advisory capacity, and participated in the subsequent revisions. Research on

teaching, learning and counselling processes as well as on teacher competency and professionalism has been a long-standing focus of DIE's work. More recently, the national GRETA project (DIE, 2020), which develops and pilots products and processes for the recognition and validation of ALE teacher competences, and the newly launched comprehensive panel study, Teachers in Adult Education (TAEPS; DIE, 2020a) have provided valuable inputs.

The International Council for Adult Education (ICAE) lent a civil society perspective and emphasized both the essentiality of a human rights-based framework for CG and a holistic understanding of learning and education for adults and young people (ICAE, 2015). Through its International Academy of Lifelong Learning Advocacy (IALLA) course, an international capacity-building programme for people working in ALE, the ICAE highlighted the importance of promoting a participatory and inclusive approach and of methods promoting empowerment, confidence, ownership and personal fulfilment.

National qualifications systems and standards

As shown by the BFA and *GRALE 2 and GRALE 3* (UIL, 2010; 2013; 2016), professionalization programmes for (future) adult educators already exist in many countries. These vary considerably with regard to scope, topic spectrum, qualification level and degree of formalization. They range from a degree course in education studies at a university lasting several

years to isolated, project-based initiatives answering a specific need but lacking the resources to develop into a long-term programme or link with the formal education system. Also included are one-day continuing education courses. These and the examples that follow illustrate the diversity of existing models, which helped to shape the development and revision of Curriculum globALE.

In some countries, programmes and qualification systems are offered on a permanent basis. Providers are usually higher education institutions or established adult education bodies offering continuing education for their own personnel, e.g. basic qualifications for course instructors. Most programmes for adult educators at universities and colleges offer postgraduate specialization or an MA degree in the field.

There are exceptions, such as the full BA, MA and PhD courses of study in andragogy offered by the Faculty of Philosophy at the University of Belgrade in Serbia, along with courses in a few other European countries. In Germany, for example, the Fernuniversität Hagen offers an MA in 'e-education', wherein students learn to use new media for educating and training young people and adults. Potential employers for graduates of the course include institutions for general and vocational education and training, adult education institutions and companies. In the Technische Universität Kaiserslautern's Centre for Teacher Training, meanwhile,

both a Bachelor of Education (B.Ed.) and Master of Education (M.Ed.) can be acquired. In Finland, adult educators must hold a degree from a higher education institution or school for adult education with an obligatory number of credit points. The duration of adult education training courses varies; in-service teacher training is also available.

In Brazil, only students with a degree in pedagogy can choose adult education or literacy as an area of specialization, but a very limited number of degree courses in pedagogy offer adult education as an area of specialization. The vast majority of pedagogy programmes offer only one 'optional' course in adult education, generally dedicated to a historical view of the field.

In Egypt, meanwhile, there are no specific colleges for adult education, but postgraduate programmes are available and students can obtain a diploma in adult education after completion of a one-year academic programme with the right to additional training later.

In North America, centres for professional and part-time learning at colleges sometimes offer qualifications for adult educators. The Durham College for Professional and Part-Time Learning in Ontario, Canada (Durham College, 2020), for example, offers training for those who teach adults or facilitate adult education in any capacity, be it in a formal classroom setting or by facilitating seminars, training employees or teaching a general-interest programme.

Graduates of the programme receive a 'Teaching and Training Adults Certificate'.

Programmes are sometimes initiated by a governmental body, such as the Literacy Information and Communication System (LINCS, n.d.), a national initiative offered by the U.S. Department of Education to provide educational opportunities to practitioners of adult education. In other cases, such as in Palestine, ministries of education are involved actively with institutions of higher education and civil society in creating a professional system to train adult educators and trainers. In the Republic of Korea, the Ministry of Education certifies the successful completion of a number of adult educator courses, including a programme for the 'lifelong educator', who is defined as 'a field specialist responsible for the management of the entire lifelong education process, from programme planning to implementation, analysis, evaluation and teaching' (UIL, 2019a).

Some countries have established national qualification systems for adult educators outside of universities. In Europe, such examples can be found in Austria (certificate of the Austrian Academy of Continuing Education – WBA, 2020), Switzerland (certificate of the Swiss Federation for Adult Learning (SVEB, 2021), and in the United Kingdom of Great Britain and Northern Ireland. Some of these systems – including several frameworks in Germany, including GRETA, a competence model for the validation

of informal and non-formal acquired competences of teachers and trainers – comprise certification of informally acquired competencies as a component. Using a recognition procedure that ascertains, certifies and combines existing competencies with supplementary attendance at course modules enables adult educators to obtain a nationally recognized qualification in these countries (DIE, 2020).

Professional bodies often provide 'training of trainers' (ToT) programmes in other regions as well. In the United Republic of Tanzania, for example, there is neither a national curriculum for training adult teachers nor a system to recognize the adult education profession in the public service scheme; however, the country's Institute of Adult Education (IAE) is legally mandated to train adult educators and design and coordinate adult education programmes leading to certificates, diplomas and bachelor's degrees in adult education. In Afghanistan, the Afghan National Association for Adult Education (ANAFAE) fosters the development of local adult learning centres and promotes ALE strategies and programmes. ANAFAE also runs capacity-building programmes to train teachers, trainers and administrative and financial staff of adult learning centres.

Curriculum globALE could be used in all of these different national contexts, playing a different role in each one but always contributing to the quality of ALE with a view to professionalize.

Transnational competency standards for adult educators that have been developed within various projects

There are few transnational and global studies on adult educators' competencies. The diversity of the models and programmes present serious methodological challenges; these are exacerbated by cost issues. Even Alan Rogers' background report for the Education for All Global Monitoring Report 2006, 'Literacy for Life' (UNESCO, 2006), focuses only on the training of adult literacy educators – although it does include a number of developing countries.

To make up for this shortfall, the following European studies were considered during the development of CG:

- The European Commission's 'A Good Adult Educator in Europe (AGADE)' curriculum development project, 2004–2006 (Jäger and Irons, 2006);
- The EPAL (Electronic Platform for Adult Learning in Europe) Validation of Informal and Non-formal Psychopedagogical Competencies of Adult Educators (VINEPAC) project, 2006–2008 (VINEPAC, 2008);
- Flexi-Path (Flexible professionalization pathways for adult educator between the 6th and 7th Level of the EQF [European Qualification Framework]) (Flexi-Path Partnership, n.d.);
- The EU Lifelong Learning Qualified to Teach (QF2TEACH) programme, 2009–2011 (Bernhardsson and Lattke, 2011);

- The ALPINE (Adult Learning Professions in Europe) Project – probably the most comprehensive of all – which developed 'Key competencies for adult learning professionals'. The EU-wide study, conducted by a Dutch institute, Research voor Beleid (2010), aimed to identify key competence requirements for adult educators in Europe and create a corresponding reference framework of 'Key competencies for adult learning professionals'. The reference framework covers the entire professional field of adult education including all possible professional roles and functions (Buiskool et. al, 2010).

Although it focuses on the training of adult literacy educators only, the transnational study by Alan Rogers (UNESCO, 2006) is also highly relevant for the professionalization of ALE. By including a number of developing countries, it provides an interesting and relevant overview and noteworthy comparisons.

A Eurasian perspective was provided in 2010 (and again in 2015) by the Asia-Europe Meeting (ASEM) Education and Research Hub for Lifelong Learning; partners focused on the following features: responsibilities, competencies and profiles of people working in adult education; professionalization of adult education in several regions and nations; and examples of qualifications for people working in adult education. In commenting on the ASEM findings, Dang (2010) noted that 'although these two world

regions [Europe and Asia] have different traditions, approaches and needs with regard to adult learning and education’, most of the scholars that contributed to the study ‘share a common view that teachers and trainers in adult education form the backbone of the system because they hold certain qualifications, competencies and skills to ensure quality of programmes and learning activities for adults’.

The CG partners recognized this diversity: for example, in Europe, most adult educators acquire qualification by completing a formal academic degree or further education programme offered by adult education institutions. In India, however, approaches to training adult educators include the cascade method, wherein a first cohort or generation of trainers is trained in a specific subject and, after they are qualified or considered proficient as trainers, become the trainers of a second cohort, and so on; the direct-training method; the participatory method; and the open distance-learning method. Participants obtain either a certificate, diploma, degree or postgraduate degree from one of 10 Indian open universities, as adult education in India still often deals with functional literacy. Citing Zhu et al. (2010) and Egetenmeyer (2010), Dang (2010) notes that ‘China is more concerned with setting formal requirements of academic qualifications and personality quality to be qualified as a teacher of adults [...], whereas Europe looks for more and flexible transitions between different

qualification routes within the European Qualification Framework for adult educators.’

These concrete examples and comparisons were valuable, as were the models, concrete initiatives and projects to professionalize adult learning and education, including programmes at Indian and German universities; Validpack as an assessment and validation tool for teachers’ and trainers’ competencies in Romania; the Kirkpatrick four-level model to evaluate teachers and trainers in Indonesia; case-based and digital video learning in Germany; and the Delphi study of future competencies of university professors in Latvia (Egetenmeyer and Nuissl, 2010).

Evaluations and experiences from the first stage of implementation (2014–2019)

To date, CG has been launched and fully implemented in a number of countries in Europe (such as Armenia, Bosnia and Herzegovina, Croatia, Republic of Moldova and Ukraine), Central Asia (Kyrgyzstan, Tajikistan and Uzbekistan), Southeast Asia (Lao People’s Democratic Republic), Latin America (Cuba, Ecuador, Mexico, Guatemala and Peru), and the Arab States (Jordan and Palestine). Each training included evaluation, mostly on three elements:

1. Usefulness of the global framework of competencies for adult educators, estimated by the participants during the trainings;

2. Topics, both in terms of the amount of knowledge and information provided and complexity;
3. Methods, i.e. types of methods and their adequacy.

Some of the modules, elements and single module units were implemented within other projects and training sets.

Participants, trainers and organizers confirmed the necessity and usefulness of such a curriculum and were convinced of the need for building transnational understanding and core knowledge, competencies, skills and attitudes for ALE professionals. Although the duration of the programme at times proved challenging, participants believed that targeted development of training competencies and well-structured training of trainers did improve the quality of adult learning and education significantly. They also valued networking and partnership on national and regional levels.

Moreover, participants, trainers and organizers assessed interactive and dynamic methods as extremely motivating and useful, though more so when backed up by theoretical knowledge. They recommended further opportunities for self-reflection and critical perspectives as well as indications for practical use of gained competencies and concrete exercises to be incorporated.

Curriculum globALE was analysed systematically to identify a definitive common

core, one that maximizes relevance to countries and regions involved. This was also the main aim of the international consultations with experts from various regions.

Input from the steering group and international experts

The first version of the CG was grounded in the broad experiences from training programmes for adult educators worldwide, including capacity-building programmes and professionalization of adult learning and education within the framework of DVV International. The renewed version draws on the piloting and testing in many countries and regions and the monitoring and evaluation results.

Moreover, the first CG prioritized a scientific and research base and principles for the curriculum; further measures refined its contextualization and examined opportunities for national anchoring. During an international kick-off workshop in 2019 in Hamburg, Germany, selected experts from different world regions contributed their extensive experience in the field to review both the curriculum and competency frameworks. The goal was to identify and elaborate on their core elements and to consolidate the findings in a second consultation round, to take place between July and September 2020. A larger group of international experts focused on CG's practical relevance and 'implementability' on a global scale and assessed the 'regional value' of the aim,

approach and content of the curriculum. The steering group, consisting of members of UIL, DWV International, DIE and ICAE, guided and coordinated the revision

process, contributed to all single phases and steps and helped to give the revised CG its final shape.

1.3 The role of an adult educator in diverse contexts

Although the project examples in Section 1.2 extend beyond national borders, the majority of efforts and experiences pertaining to the qualification of adult educators have a national character. They are intended for a specific cultural and social context. No discernible attempts have been made thus far to draw up common competency profiles or qualification standards or to develop common curricula for the training of educators on a global level. While this is partly due to the complexity of international cooperation, it is also largely attributable to the varying understandings of ALE and its associated personnel.

From a global perspective, **the roles of adult educators** cover an extremely broad spectrum (several studies mentioned in Section 1.2 provide more insight into the various roles of adult educators). Opinions differ on which tasks fall within an adult educator's remit and on the qualifications necessary to perform them. In some countries, adult educators are simply people who can read, write and teach these skills to others successfully; elsewhere, carrying out this teaching task

requires a special form of preparation. In many countries, imparting information is seen as the main task of the adult educator, similar to the traditional concept of a teacher. In contrast, other countries foresee a clear shift in the role of the adult educator towards a guiding, supporting and facilitating function. Coach, facilitator, moderator, advisor and guide are role names given to adult educators in these countries. They are increasingly gaining ground next to classic terms such as (adult) trainer, (adult) teacher and adult educator. Some of these terms emphasize both the imparting function of the role and the competencies, abilities and skills to be passed on. Others place a greater significance on the supportive and facilitating function of the adult educator in the self-realization, empowerment and development of learners' personalities.

Curriculum globALE is not based on any one of these role concepts, but instead covers them as a whole by integrating the essential characteristics of three roles: (1) providing knowledge and developing competencies (teachers as experts and instructors); (2) supporting and facilitating

learning processes (teachers as coaches and facilitators); and (3) supporting personal development, empowering participants and motivating them for lifelong learning (teachers as guides and motivators). In practice, clear separation of these roles is not always possible and a mixture is often the result. The present curriculum reflects this tendency. The common core of these different roles is found in the underlying competencies adult educators should possess in any cultural, institutional or thematic work context. The curriculum is built on this set of basic competencies, which together implies a certain concept of the adult educator role, thus setting a requirement of professional performance.

The aforementioned shift in focus from the imparting to the facilitating function also has consequences for the way in which training for adult educators is designed conceptually. For example, Paulo Freire's (2000) concept of critical consciousness (*conscientização*) has greatly influenced the concept of adult educators in Latin America, where the adult educator's main task is perceived as developing critical reflection (*reflexão crítica*) among learners.

Another difference lies in the **providers and institutional contexts** of adult learning and education. The role of the adult educator differs according to whether the work is carried out in a formal education system, a state-run organization, by commercial training

providers or in the civil society sector, where non-governmental organizations offer education programmes.

In view of the varied background conditions for adult learning and education in **different countries and regions**, this standard consciously refers only to the output factors – the competencies themselves – which are only vaguely defined in the curriculum. Input factors, on the other hand – i.e. specific content and implementation examples – are offered with enough room to incorporate local, cultural and other specific details into the conceptual design. The variable parts of the curriculum also aid this process.

As with adult learning and education itself, the role of the adult educator depends on economic aspects, social and cultural factors, and developments in the education field, including the characteristics of an education system and ALE's position within it. This creates certain limits for a curriculum that aims to apply across all countries, regions and subject areas.

The interconnectedness of the Sustainable Development Goals adds to the complexity of the role of trainers and educators. Requirements for the 'core knowledge and competencies' of adult educators have increased, along with the complexity of their tasks. Adult educators must now be familiar with cross-cutting issues, work with various target groups at increasingly diverse learning sites, and cope with

accelerating changes in all spheres of life. A curriculum for adult educators in the contemporary world must meet more demands than ever before.

These global tendencies, along with the existing programmes and the commitment of various actors and organizations to increase the quality of ALE by professionalizing the field, form the basis for developing a global curriculum. Curriculum globALE supports the professionalization of adult learning and education by specifying core competencies as a reference

framework for the qualification of adult educators, independent from their specific areas of work. It is global not only in the geographical sense, but also in the sense that it encompasses core knowledge and competencies, skills and attitudes that are equally suited to trainers in vocational continuing education, teachers working in literacy or teachers working in state schools as they are to pedagogically engaged activists involved in social movements, instructors in requalification courses or facilitators in empowerment sessions.

1.4 Curriculum globALE and the human rights-based approach

Curriculum globALE adopts a human rights-based approach (HRBA) as the mainframe and concept to determine both the 'spirit' of the curriculum and various aspects of its implementation. As asserted by UNESCO (2015):

A humanistic vision reaffirms a set of universal ethical principles that should be the foundation for an integrated approach to the purpose and organization of education for all. Such an approach has implications for the design of learning processes that promote the acquisition of relevant knowledge and the development of competencies in the service of our common humanity. A humanistic

approach takes the debate on education beyond its utilitarian role in economic development. It has a central concern for inclusiveness and for an education that does not exclude and marginalize. It serves as a guide to dealing with the transformation of the global learning landscape, one in which the role of teachers and other educators continues as central to facilitating learning for the sustainable development of all.

Many international documents define human rights as their foundation and main approach:

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. (UNDG, 2003)

The implication is that, instead of being a service offered when available, education is a guaranteed right that must be delivered by the 'duty-bearers'.

Although Curriculum globALE recognizes the instrumental value of education for fulfilling various needs and tasks in the life of an adult (job, family, health or citizenship), it is mainly inspired by the understanding of adult learning and education as a basic right, confirmed, for example, in the International Covenant on Economic, Social and Cultural Rights: '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' (OHCHR, 1966). In its General Comment No. 13 on the right to education, adopted at the Twenty-First

Session of the Committee on Economic, Social and Cultural Rights on 8 December 1999, the OHCHR underlines that the:

enjoyment of the right to fundamental education is not limited by age or gender; it extends to children, youth and adults, including older persons. Fundamental education, therefore, is an integral component of adult education and lifelong learning. Because fundamental education is a right of all age groups, curricula and delivery systems must be devised which are suitable for students of all ages. (OHCHR, 1999, para. 24)

From a human-rights perspective, ALE is a prerequisite for the right of self-fulfilment and realization of one's full potential. Curriculum globALE combines these two aspects of adult learning and education by connecting the principles underlying CG with values and attitudes that should be included in ALE, along with the necessary knowledge and practical competencies to be gained and developed.

Four groups bearing different responsibilities help to ensure the right to education for adult learners:

The role of the state

The concept of education as a public good has long been a founding principle of international education development discourse. It has traditionally implied a primary responsibility of public institu-

tions in the provision and funding of educational opportunities. In other words, it is the responsibility of the state to protect, acknowledge and fulfil the right to education. In its Right to Education Handbook, UNESCO (2019) describes ‘the “essential features” of all types and levels of education. Education must be available, accessible, acceptable and adaptable’. To meet its obligation to ensure the right to education, the state needs to provide adequate systems to enable individuals to engage in lifelong learning. At the intermediate level, qualified staff need to be trained and granted suitable and safe working conditions, including reasonable remuneration. Locally, adult learning facilities must be accessible and equipped adequately to meet adult learners’ needs.

The role of civil society

All providers of education and learning opportunities – each according to their mandate and scope of responsibilities – should provide an enabling environment to foster lifelong learning for all. Civil society is ‘traditionally’ a supporter and an advocate for human rights and the right to education, especially when it comes to marginalized and vulnerable groups. It should contribute to education and learning in communities, engage volunteers and help to maintain education in times of crisis.

The role of adult educators

The first conclusion of the United Nations, based on the HRBA, is that ‘people are recognized as key actors in their own

development, rather than passive recipients of commodities and services’ (UNDG, 2003). As such, adult educators should accommodate different needs, ensuring an enabling environment of respect; and strive to empower learners to take charge of their own interests and attain their aspirations. Using methodological knowledge, they should enable learners to take an active role in the learning process and, depending on the respective circumstances, should support them in addressing their concerns.

The role of learners

Education is not a product to be consumed but a process in which to become involved. Even if the enabling environment is provided, the act of learning is done by the learners; they therefore share responsibility for a successful learning outcome. They should be made aware of both their own rights (human rights education) and of their share of responsibility. This encompasses attitudes, competencies and behaviours towards learning and during the actual learning process. Learners should exercise the right and seize the opportunity to initiate self-directed learning, such as a learning circle, if needed. For this purpose, the REFLECT approach can be used, as it strives to ‘help people in the struggle to assert their rights, challenge injustice and change their position in society’ (Rhizome, 2020). A socio-constructivist approach, which emphasizes the collaborative nature of learning, is also very suitable for this purpose.

These four roles complement each other to enable meaningful adult learning and to meet different needs and expectations. The various stakeholders involved in adult

learning must work together to ensure a functioning system of lifelong learning. Curriculum globALE strives to support adult educators to fulfil their respective role.

1.5 Principles of Curriculum globALE

Curriculum globALE is built on five general principles – competency orientation, action orientation, learner orientation, sustainability of learning and flexibility – that are derived from the current understanding of ALE, its purpose and its epistemological foundation, and which concern its practical use. There are numerous other principles that are grounded in scientific research and practical experiences, and which should be used to inform and support the implementation of the curriculum. These are explained in detail in other parts of this publication.

Competency orientation

Curriculum globALE aims to be ‘outcome’-orientated, a tendency that has long been dominant in the area of education and that aligns with education policy steering. The debate on professionalization and quality in continuing education is also increasingly moving in this direction; for example, the aim defined in RALE is ‘enabling learners to acquire and accumulate learning, experiences and qualifications through flexible participation and accumulation of learning outcomes at different stages’ (UNESCO, 2015a).

The concept of competency is complex and controversial, but it overcomes many of the problems caused by the dominant use of ‘skills’ by adding ‘substance’. The Organisation for Economic Co-operation and Development (OECD) summarizes competency as ‘more than just knowledge and skills. It involves the ability to meet complex demands, by drawing on and mobilizing psychosocial resources (including skills and attitudes) in a particular context’ (OECD, 2005). It includes cognitive elements (e.g. knowing, understanding), functional aspects (e.g. the ability to do and to perform), as well as personal and interpersonal or social attributes (e.g. social, interpersonal, emotional and organizational skills). Although the term ‘skills’ is sometimes used synonymously with ‘competencies’, the latter term is a broader one, including such concepts as the ethical values.

In the context of Curriculum globALE, competency encompasses a number of individual elements (knowledge, skills, attitudes, etc.) as well as the ability to connect these with each other and to apply them appropriately in specific

situations. Competency in this sense refers to the ability to act and reflect in certain contexts, e.g. the professional context of an adult educator. Curriculum globALE encourages this ability to act and takes the aforementioned elements of competency into account throughout the curriculum.

The curriculum supports the development of both cognitive abilities and skills; the additional element referred to by the OECD – attitudes – is equally important. It includes the capacity for self-reflection: the examination of one's own views, values, motivations and emotional influences. Another key element is an understanding of the broader social context that shapes the underlying conditions for the actions of each adult educator. This includes not only the political and legal circumstances in a country or a region, but also the prevailing terminology, concepts and views on adult learning and education, including unspoken, latent views and paradigms. Existing tolerance and/or prejudices regarding the learning and teaching of adults is also a context-related circumstance that influences the actions of adult educators. Conscious reflection on this aspect is therefore one of the basic competency-related skills required by adult educators working professionally.

Although existing approaches and concepts of 'a good adult educator' do include personality and character traits that are sometimes even deemed 'crucial',

common traits pertaining to different types of adult learners (such as honesty, justice, equity and benevolence) are not included in the curriculum. Personality traits and their resulting behaviours are included in the 'values' that the curriculum promotes, although they are sometimes understood as competencies. For example, Ling (2010), in the spirit of Confucianism, refers to respectability, integrity, honesty, sincerity, reliability, benevolence and rational self-esteem, arguing that 'humanity' is an essential competency for lifelong learning professionals. In some instances, character traits might be seen as prerequisites for a good trainer; however, assessment would be challenging and it may not be possible to develop traits in the same way as skills. In his report for DIE, *Adult Education in Lifelong Learning and the Need to Professionalize the Ranks of Stakeholders: The Asian Perspective*, Panahon (2009) recommended that 'teachers and trainers should first and foremost profess adherence to those values and undergo a workshop on the implied benefits of such values to active citizenship so as to make them better integrators in the learners' gradual transformation into ethical, competent and able citizens of a nation'.

Action orientation

Curriculum globALE encompasses not only professional skills but also personal and social skills. Knowledge application is intertwined with the way in which the adult educator deals with individual learners or groups. The curriculum

comprises a mixture of theory and practice: theory on the adult learning process forms the basis and is an important prerequisite for practical application, exercises, development and reflection. The linking of theoretical and practical phases with experimentation and application is essential. Only through this form of exposure can one become a competent, professional adult educator.

The ideal form of implementation would incorporate real professional practice

as an integral element. This would necessitate alternating taught sequences over a longer period of time – a type of experiential learning conceptualized in Kolb's learning cycle (1984), with practical phases according to the 'input > practical experience > reflection' model. 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 [Figure 1](#).

Figure 1. Kolb's learning cycle



Source: Kolb, 1984

A similar approach connecting practice and reflection is used in the REFLECT methodology (Rhizome, 2020), which focuses on adult literacy and social change. Between modules, CG participants are expected to apply their newly acquired insights to design and implement adult learning sessions. They should be supported by mentors and encouraged to reflect jointly on their practice of teaching.

Learner orientation

Orientating the curriculum towards participants/trainees (learner-centred approach) is a central principle of ALE on

which Curriculum globALE is also based. The curriculum allows plenty of freedom and flexibility in its implementation, which can be used to adapt content and methods to the circumstances and needs of participants. This already applies to the core curriculum modules. The variable parts of the curriculum offer an even greater scope for flexibility and individual adjustment and can be designed freely according to local needs.

Learner orientation also means ensuring the learning content and teaching methods are relevant to the learner (central to the

theories of Freire, 2000, and Knowles, 1984) while taking into consideration the learners' experiences and existing knowledge (see Mezirow, 1997, and Kolb, 1984) and the relationship between the teachers and participants based on equality and mutual respect. During the implementation stage, these principles require constructive and motivating communication, flexible course organization and a variety of other methods that take individual circumstances and needs into account.

Sustainability of learning

Adult education should enhance learners' ability to learn effectively, so that the results last and form the basis for future learning. It must not only deliver content but also aid learners to develop meta-cognition (an ability to reflect on one's own learning process; see Brookfield, 1995) and introduce them to tools and techniques for self-organized learning. It should also increase learners' motivation to learn continuously, combined with the skills of identifying, reflecting on and improving their own learning processes. Sustainability of learning is necessary to apply knowledge and competencies in different settings successfully and to combine them with new knowledge and competencies. Motivation and reflection, as well as 'learning to learn' skills and learning to learn effectively are required to transform an adult learner into a lifelong learner.

Flexibility

Curriculum globALE presents a set of standards for core knowledge and com-

petencies to improve professionalization and enable a common understanding between all participants in a global network of adult educators. The global character of ALE demands flexibility; consequently, CG promotes flexibility in several ways. It does this by:

- adapting to local, national and cultural contexts (see 1.7) and various educational settings and levels;
- offering flexibility with entry requirements, outcomes, evaluation and certification, with diverse models for including CG into a national framework or enhancing it;
- having content made up of about 70 per cent common core and 30 per cent elective module(s);
- adapting to the needs of specific target groups or sub-sectors of ALE, including by combining with other programmes or courses;
- providing a combination of teaching and learning forms: lectures, sessions, individual and practical work;
- offering flexibility in terms of implementation, sequence order within the modules, methods, type of activities, etc.

Thus, Curriculum globALE provides common reference framework but allows a certain level of flexibility and adaptation. The implementation itself does require flexibility and well-trained teachers who can adapt the content, approach, methods, activities and materials to the context and target group.

1.6 Overview of Curriculum globALE

This section outlines the individual components of Curriculum globALE and the curriculum's overall structure. The figures relating to workload hours given in the overview apply to a full CG training programme. In the event a participant's prior learning is recognized for certain parts of the curriculum, the figures may be reduced accordingly.

The whole curriculum constitutes a workload of approximately 800 hours distributed over a range of thematic units and other types of learning formats. In terms of **thematic units**, Curriculum globALE comprises:

- one introductory module (not obligatory but recommended);
- five thematic core modules;
- from one to three elective modules (see **Figure 2**).

Curriculum globALE encompasses different **learning formats**:

- Taught sequences within each module;
- Individual self-study within each module;
- Accompanied practical work, wherein participants apply and reflect on what they have learned in real work settings with trainers providing mentoring and guidance.

Admission requirements, evaluation, certification and follow up depend on the country context and partners involved in implementation.

For the thematic units, the ratio between the core and elective modules is approximately 70:30; for the learning formats, the ratio between taught sequences and individual self-study and accompanied practical work is 60:40. It is important to link the lesson units organically with participants' individual study. Trainers should provide guidance and mentoring during the practical implementation.

Accompanied practical work within Curriculum globALE is important. It could take the following forms:

- Training experience to apply theory to real-life situations and to develop and sharpen competencies further;
- Reflection on 'communities of practice', mutual observations, job shadowing and feedback on trainings to recognize strengths and weaknesses in training style;
- Mentoring and guidance by Curriculum globALE trainers to tackle ALE challenges and to benefit from the knowledge of experienced colleagues;
- Preparation, planning and performance review sessions for trainers to improve quality.

Figure 2. Curriculum globALE at a glance

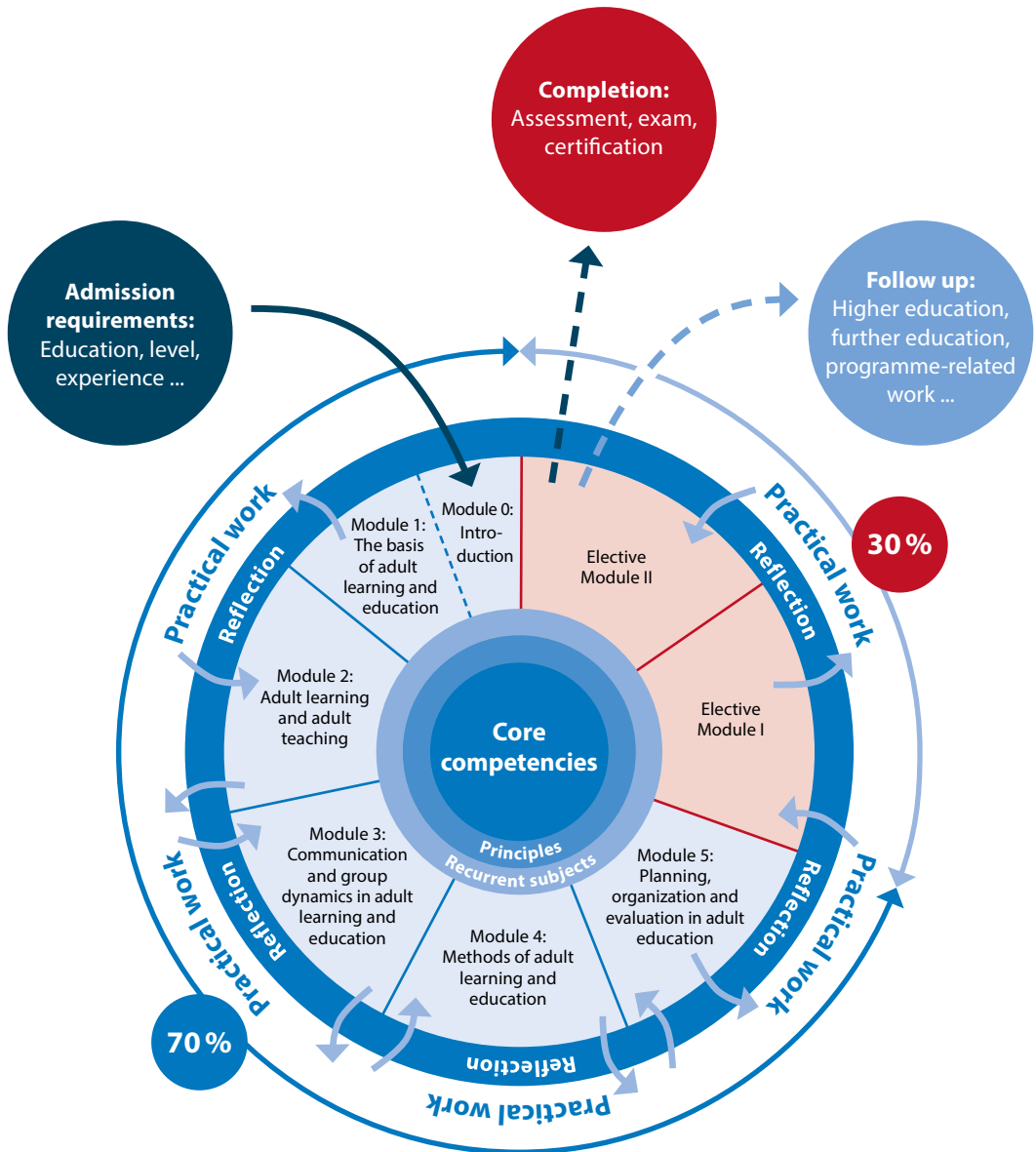


Table 1 provides an overview of the distribution of hours among the different thematic units and learning formats in Curriculum globALE. The number of hours may be reduced, depending on participants' previous knowledge and educational background, and RPL

mechanisms could be applied. Ultimately, this decision should be made by the implementing organization and country partners. The hours of instruction are equal to the total hours (60 minutes) of educational instruction provided (minus breaks).

Table 1. Curriculum globALE structure: Detailed overview of recommended hours

Module	Main content	Workload
Module 0: Introduction	Main information on CG, the training, training provider; checking expectations, preparations	4 instruction (meeting) hours + 10 hours of individual (preparatory) study
Module 1: The basis of adult learning and education	Understanding adult education in a national and global context, its main features and elements.	30 instruction hours (\approx 5 days) + 24 hours of individual study
Module 2: Adult learning and adult teaching	Learning theories and their use in ALE; motivation and barriers in ALE; the role of a trainer.	30 instruction hours (\approx 5 days) + 24 hours of individual study
Module 3: Communication and group dynamics in adult learning and education	Principles, approaches and techniques of communication in ALE and the group dynamics of facilitating the learning process.	24 instruction hours (\approx 4 days) + 20 hours of individual study
Module 4: Methods of adult learning and education	Understanding and applying appropriate adult learning and education methods for the goal, topic, group and context.	24 instruction hours (\approx 4 days) + 20 hours of individual study

Module	Main content	Workload
Module 5: Planning, organization and evaluation of adult learning and education	Phases of the training cycle (needs assessment, curriculum development, planning and organization, evaluation).	24 instruction hours (\approx 4 days) + 20 hours of individual study
Core modules	Practical application and exercises	180 hours
Elective module(s)	Optional topics	48 instructional hours + 42 hours of individual study
Elective module(s)	Practical application and exercises	76 hours
Total five core modules: 420 hours		132 instruction hours + 108 hours of individual study + 180 hours of practical application*
Total: Introduction + 5 core modules + 2 elective modules: 600 hours		184 instruction hours + 160 hours of individual study + 256 hours of practical application**

*distribution across modules may vary)

**some hours of participants' previous training experience may be counted as practical application)

Concerning 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, as well as concepts and terminology. The order of Modules 3 to 5 is flexible, although Module 5 gives the best results when it is the last in the series.

The modules are independent units and can be used in another teaching context or with groups that need to increase knowledge or competencies in a certain field. If the adult educator will work professionally, they should obtain all listed competencies. There are many thematic connections to be considered when implementing the curriculum and each module contains suggestions on how to link different modules.

1.7 Notes on Curriculum globALE content and implementation

This section provides recommendations on content and includes suggestions for adapting the curriculum for diverse contexts. Part 2, 'Overview of the modules', includes recommendations for educators on module delivery and working with participants, but the curriculum prescribes neither requirements for implementation nor those for assessment and certification.

Cross-cutting topics

The below cross-cutting topics have been chosen because of their global importance, the validity of which is referenced in international documents including the Belém Framework for Action, the 2030 Agenda for Sustainable Development and the Education 2030 Framework for Action. They can be presented during an individual module, explored in learning materials or during training, or addressed in group discussion.

Gender equality in adult learning and education teaches participants about gender-sensitive and gender-responsive approaches to teaching and helps them manage diversity. Training should increase gender awareness, cultural sensitivity and openness to diversity and the ability to work in a gender-sensitive manner. Participation, inclusion and equity, and empowerment of women and other vulnerable groups are at the core of the profile for an adult educator.

There are several ways in which gender equality in adult learning and education could be introduced, such as:

- as a topic in several modules when working on the following themes: developing and implementing gender-sensitive policies; women as a target group in policy creation; removing gender-typical barriers to access and participation in ALE; feminist epistemology and women's 'way of knowing'; gender aspects in communication styles; choice and use of gender-sensitive methods, etc.;
- by using examples and illustrations that support the development of gender sensitivity and initiate critical thinking and reflection on gender stereotypes; these include discussing the function of education in different life and work situations and at different stages in life, analysing the motivation for learning, and assigning group tasks such as developing a functional job analysis using non-traditional job and occupational profiles. Videos and photographs could also target traditional gender roles and initiate discussions;
- through simulations and roleplay, which challenge stereotypes by inviting female participants to play the part of leaders and managers. The wrap-up and discussions after such

exercises could serve as an opportunity to explore participants' attitudes and to reflect, discuss and challenge not only the gender stereotypes but also the social structures, policies and practices that support existing inequalities;

- through topics such as power relationships in education, inclusion, equity and empowerment, among other topics;
- by sharing personal experiences and reflection to create an atmosphere of trust, openness and support.

Further vulnerable groups should also be considered (older people, disabled groups, migrants and refugees, minority groups, etc.) to facilitate diversity in ALE, to adapt to the needs of specific groups and to individualize the trainer's approach. Gender equality could be offered as an elective module.

Sustainable development and climate change are treated from the perspective of human rights, especially the rights of future generations and the responsibility towards them and the environment. As the Asia South Pacific Association for Basic and Adult Education (ASPBAE) points out, 'Education for Sustainable Development (ESD) needs to be understood in a broader framework that seeks to integrate values, principles and practices of development which sustainably address the social, economic, cultural, and environmental and challenges that people face' (ASPBAE,

2014). ESD is about including sustainable development issues (protection of the environment, climate change, biodiversity, etc.) into teaching and learning to encourage participants to be responsible actors who resolve challenges, live in harmony with nature and contribute to creating a more sustainable world. These elements could be included in several modules to develop the understanding that what we do today can have implications on the lives of people and the planet in future. Sustainable development and climate change could also be an elective module.

Links between ALE and other fields should be illustrated and supported by research and good practice examples. Since every local and national context is influenced by the issues of sustainable development and climate change, facilitators could invite participants to analyse these links, give examples and propose ways in which ALE can contribute to solving environmental and climate problems at their local and national levels, while emphasizing the connection with global phenomena. For example, trainers and participants could share information about anthropogenic climate change and environmental degradation (e.g. large-scale deforestation, habitat degradation and fragmentation, agriculture intensification, trade in species and plants, eating habits) that could cause or encourage the spread of contagious diseases beyond national borders

Natural disasters are increasing in frequency and intensity, and some examples

could be used to illustrate the need for 'global thinking and local acting'. The function of ALE in enabling good health and well-being, developing resilience and promoting responsible consumption can be illustrated by local examples in almost every culture. Adult education and sustainability are natural allies (Orlović and Popović, 2018) and showing this alliance will encourage intersectoral thinking.

The role of traditional and indigenous knowledge can also be addressed to develop a culture of respect and solidarity and to acknowledge epistemological diversity and different ways of knowing.

As stated in the Belém Framework for Action, adult learning and education contributes to **peace, democracy, health and an inclusive society** (UIL, 2010). The implementation of the curriculum is therefore based on emancipatory, humanistic and democratic values. 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 as part of CONFINTEA V (UIE, 1997, p. 1), demands a peaceful, democratic, healthy and inclusive learning atmosphere. The Incheon Declaration, which was presented at the 2015 World Education Forum, recognizes this:

We reaffirm that education is a public good, a fundamental human right and a basis for guaranteeing

the realization of other rights. It is essential for peace, tolerance, human fulfilment and sustainable development. We recognize education as key to achieving full employment and poverty eradication. We will focus our efforts on access, equity and inclusion, quality and learning outcomes, within a lifelong learning approach. (UNESCO, 2015, p. 7)

With this in mind, CG participants could explore ways to develop a culture of peace, a democratic approach and active participation, even in micro-teaching situations with adults.

In a world full of armed conflict, it is difficult to promote an active and engaged approach to secure peace and democracy. Participants should not just receive knowledge and information but also the support they need to adopt strong, value-based behaviours. Modules 3 and 4 promote a non-violent, inclusive and tolerant communication style and atmosphere. Curriculum globALE contributes to education for global citizenship by providing information, and increasing sensitivity and openness to global issues and developing agency.

A human rights-based approach (HRBA) is deeply embedded in the SDGs; the two concepts are 'tied together in a mutually reinforcing way' (The Danish Institute for Human Rights, 2016). This becomes

apparent in the duplicitous character of education and lifelong learning – it is the golden thread that runs through the implementation of all 17 SDGs and enables people to exercise various rights. At the same time, education is a standalone goal (SDG 4) and a human right in itself. This could be discussed with participants in various ways. In Module 1, for example, participants could discuss international policy, power structures and issues of inequality, fields in which ALE could make a valuable contribution. Alternatively, video material on SDGs, human rights education and global citizenship education would complement other visual methods explored in Module 4. Education for global citizenship could also be an elective module.

Common core and variable elements

A global curriculum for ALE that can be used across all borders may seem an impossible task given the enormously varying social and cultural contexts; however, the initiators of CG believe that the role of the adult educator is based on a set of values and principles that are of relevance around the world. Several years of implementation has reaffirmed this belief. From the perspective of Curriculum globALE and the experience gained so far, there are many factors that adult educators around the world have in common:

- A belief in the power of adult learning and education and its potential to be an agent of positive change;
- The desire to support adult learning processes in any context;
- Recognition of the adult learner as someone who is mature, responsible and able to (co-) determine their learning process decisively;
- An understanding of the discrepancy between the importance of the educator's role and society's expectations on one side and the lack of social recognition and policy support on the other;
- A belief in adult learning and education as a vital part of every functional education system and which therefore needs proper structure, funding and an adequate number of well-trained, professional staff.

For Curriculum globALE, these principles form an indispensable basic foundation. The curriculum also offers sufficient scope for variability, allowing for different needs to be met in individual cases. CG acknowledges and considers the existing diversity of cultures and customs as well as the social, political and economic framework in its concept. This explains the high level of design freedom within the five core modules and, in particular, the elective modules, which can be tailored for individual contexts and account for 30 per cent of the total curriculum.

This variability and design freedom pertains to:

Regional/geographic contexts:

The curriculum accommodates factors

that make a local environment special – be it a specific custom, pressing topics for the local community or concepts that are more important in some regions, countries or continents than in others.

Target group-specific needs:

'Target group' here refers to the adults with which course participants work in their function as either adult educators or future adult educators. Depending on a target group's characteristics and circumstances, such as gender, age, education, professional experience, ethnicity and disability, and on its specific interests and goals (literacy, empowerment, etc.), 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 ways to elaborate the curriculum in concrete terms – from setting key focus areas in basic education or in different branches of vocational education via classic seminars within the tradition of liberal education, to literacy courses in a community context. If required, this can also be combined with occupation-specific knowledge components and subject-didactic elements (e.g. didactics of teaching foreign languages, literacy or similar).

Management tasks in adult learning and education:

The core component of Curriculum globALE focuses on the teaching work

that takes place in direct contact with the learners. Organizational, planning and coordinating tasks are only covered to the extent necessary for preparing and carrying out teaching work. Trainers could use the variable part of the curriculum to cover a broader spectrum of adult educator tasks by placing a focus on planning, organization and management at the institutional or programme level, including the ability to handle different modes of delivery (e.g. distance learning, blended learning).

Situation-specific needs:

Certain projects – such as a political crisis in which people must carry out education intervention programmes in a targeted manner, environmental crises or catastrophes – call for a specific adult educator profile. Resilience training can be added to the core elements.

Regulation-specific requirements:

There may be prescribed qualification standards for adult educators, be it through national legislation or regulations at the provider level. The variable part of the curriculum can be used to cover compliance.

Possibilities for the co-creation/co-production of modules:

Trainees' input can be used to address specific needs and demands.

Various teaching and learning formats:

The increasing presence of new technologies in all aspects of life make ICTs not

only a powerful didactical help across all modules, but an important topic for an elective module. Many issues can be covered in a module on ICTs: understanding digital technologies and how they can be used in adult learning and teaching; knowing when and how to use ICTs (depending on the goal, topic, target group, etc.); recognizing the risks of using ICTs exclusively (especially for the educational goals related to motivation and empowerment, and for the groups with lower literacy skills); and ways to include ICTs in the teaching and learning of adults and to make adequate combinations with other forms of learning.

The 30 per cent ascribed to the variable part of the curriculum is a recommendation. This too can be adjusted. For instance, an existing standard may require additional variable parts. Pre-existing experience and competencies could also be acknowledged. In such cases, the percentage of structured teaching and learning units in the variable part of the curriculum could be reduced accordingly.

Under no circumstances should the combination of core and variable parts be carried out in a purely mechanical way; instead, both parts should relate to each other. Variable parts can advance or expand on competencies acquired in the core part of the curriculum. They can also be dedicated to applying and reflecting on the content addressed in the core part of the curriculum. Variable parts could focus

on analysing case examples or dealing with specialized methods and special aspects of application. This results in a wide range of possibilities for adjusting Curriculum globALE to a specific context of application, be it the country, region, target group, situation or area. In short, the curriculum can be tailored to different audiences. Above all, participants should carry out their own teaching practice as well as the individual study parts to accommodate geographic-cultural diversity.

Developing your 'local' Curriculum globALE

When Curriculum globALE is introduced, it should be adjusted to the specific institutional and professional context to support the development of the system of ALE concerned. CG is not intended as a 'standalone' solution and should be embedded in an existing context. In general, it is recommended to:

- link the local curriculum to existing or planned training schemes;
- align Curriculum globALE with national policy and local demands;
- involve all relevant stakeholders;
- cooperate regionally, if possible.

Before adjusting Curriculum globALE to a local context, organizers should identify national partner(s) interested in promoting and improving the field; ideally, this would be a mixture of governmental bodies (to anchor CG into the national education system in a sustainable way), providers

and academia. The latter could provide facilitators, monitoring and evaluation, and accompany implementation from a research point of view.

Important stakeholders could include:

- Government, i.e. ministries of education, labour and/or economy, social affairs, culture, planning; local authorities;
- International institutions: UNESCO's Education Sector, international NGOs, and selected multilateral or bilateral development organizations;
- Providers: NGOs, adult learning and education centres, community centres, vocational schools, literacy centres, teacher training centres, faith-based educational institutions, the private sector;
- Professional bodies: umbrella organizations of adult learning and education centres, trainers' associations, associations of adult learning and education, literacy trainers' associations, etc.;
- Research and higher education institutions: universities, institutes, colleges;
- Organizations with possible overlap: chambers, NGOs working in rural development, private sector representatives.

Local, national, or regional actors should be consulted to:

- explore, describe and inform on existing situations in the field of adult learning and education personnel and professionalization;

- conduct a needs analysis to identify ways to implement Curriculum globALE;
- ensure alignment with the government and donor policies for sustainability and relevance;
- advise on legal regulations, RPL and certification options, financial aspects and resources;
- liaise with actors providing similar programmes and explore existing courses and related practices to avoid overlapping and to create synergies.

Access to experts and resources to plan and implement Curriculum globALE should also be established. The development of the training concept should be discussed with working group members and implemented using as many shared resources as possible.

Moreover, organizers should consider stakeholder needs and the available infrastructure and resources carefully before implementation. In some regions, cooperation to share training materials development and ICT access can reduce costs. Existing resources and training materials from other projects (especially in local languages) could also be used.

Further contextualization of Curriculum globALE could include its incorporation in the national education system, certification or provider type, entry requirements, financial aspects or the facilitator's contribution. An organizer could provide local and national material

needed for training, participate in events related to the current training topic, or facilitate cooperation with the local community. Field visits and similar activities could localize Curriculum globALE even further.

The curriculum can be adapted to a local and national context in several ways, some of them related to organizational and formal aspects as described above, others related to the implementation, content and methods of training. Although suggested content presents a common core, it could be adapted to a particular level or complemented with locally or nationally significant approaches, issues or authors. While there are many ways to teach certain types of content, core competencies should remain the backbone of the programme. The main themes of most topics in

the modules are provided, but further explication and elaboration is left to trainers and participants. Some topics tackle local and national problems, such as discussions about ALE terminology in local language or exchanges with ALE actors in the respective country. But the real opportunity for variety with local and national adaptation lies in the way the training is conducted. Topics can be based on local context or participants' experiences, as can themes for exercises, group work and roleplay scenarios. Teaching material should relate to the local and national context or could be developed by participants as in the REFLECT methodology. In fact, training that deviates from this approach would not comply with the main principles of ALE and would not represent the true spirit of Curriculum globALE.

1.8 Quality assurance

Quality assurance, maintenance and improvement is an imperative in all educational reforms and a 'must' in educational projects and endeavours. Reviewing, critiquing and changing methods and 'products' to make education better is a continual and dynamic process. Although quality assurance is sometimes contested, it is necessary in a certain form for the sake of accountability, transparency and comparability, and is a good way to improve educational work.

Quality in education depends very much on the diversity of education context, political discourse, socio-cultural traditions and many other factors. Quality is therefore always a very contextual and discursive issue. It is not easy to find common quality criteria and ways to improve it. Curriculum globALE strives to improve the quality of adult learning and education systems by setting the requirements for one of the most important elements: staff.

Aside from this focus, CG also aims to fulfil quality standards in other areas. For example, CG is grounded in the science of adult learning and education and based on research and evidence on one side, and rooted in ALE practices that are tested in the realities of many countries on the other. The principles derived from good practices in different contexts provided relevant guidance. Needs analyses, comparisons and benchmarking were used in

the process. Many voices were included in the creation of CG and its revision to represent a plurality of views and perspectives.

Regarding quality assurance in implementation, Curriculum globALE recommends competencies and content but does not prescribe further measures on a national level. A one-size-fits-all approach does not apply, in particular to evaluation, which is one of the main instruments for monitoring quality programmes. In this way, different approaches and combinations of methods and tools are possible. As a general rule, however, quality assurance must apply to all phases of implementation: this includes careful preparation and planning, monitoring and coaching, and summative evaluation. The exact form and tools to be used are, nevertheless, at the discretion of national actors and partners.

Many evaluation tools and approaches and freely accessible tool and resource collections can be used. Some countries may find a reference framework of evaluation criteria provided by the OECD Development Assistance Committee (OECD, 2020) useful.

Curriculum globALE:

Overview of the modules



Module 0: Introduction

Purpose

The introductory module serves as a well-planned and structured meeting of several actors – organizing partners, facilitators and participants – for the implementation of Curriculum globALE. It functions as an introductory session to orientate participants and takes place before training begins. The purpose of this introductory module is to lay a solid foundation for the successful implementation and/or completion of the training pathway ahead. This involves several dimensions:

- Firstly, participants are provided with all relevant information concerning the curriculum, including the general aims, philosophy and content, as well as practical details on implementation and completion;
- Secondly, participants are invited to share information on their individual (professional) backgrounds, needs, expectations and aspirations with the trainer to enable appropriate tailoring of the training pathway. Organizers provide information on context, working conditions and equipment;

- Thirdly, the introductory module enables contact and develops rapport between participants, organizers and facilitators to create a constructive learning environment.

Format

Ideally, Module 0 should take place prior to engaging in the thematic modules as a face-to-face meeting lasting at least one full day. All organizers, participants and facilitators are encouraged to attend. A virtual meeting using print and/or online materials, email communication and/or an online forum for discussion is also possible. In either case, communication must be multidirectional, and trainers, facilitators and participants should all articulate their expectations and needs. If circumstances do not allow for much time between Module 0 and Module 1, Module 0 could be organized as a kick-off, immediately followed by Module 1. Module 0 could also be a space for organizers to meet with each other or with national partners and facilitators to select participants and discuss logistical or organizational concerns.

Content

The content covered by the introductory module includes the following:

Information on Curriculum globALE

- Background information, 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
- Communication channels
- Time schedule
- Venues for attendance; phases

Information on training provider

- Personal information on the trainers/facilitators, i.e. 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, i.e. professional background and previous experience in ALE
- Needs and expectations of participants

Curriculum globALE expectations of participants

- Active learning commitment
- Reflection and practical application of learning content

Building relationships

- Getting to know each other
- Exchange of contact details

Follow-up: Adapting to expectations

Information on the expectations and backgrounds gathered in the introductory model should be used as a basis for tailoring the training pathway to the individual context. This tailoring includes:

- Subject matter selection for the five thematic core modules, which can be adapted to the participants' backgrounds according to the fields in which they are active, such as literacy training, democracy education, community empowerment or vocational skills training;
- Defining elective module subjects based on the expectations articulated by participants. These modules may be conceptualized flexibly as long as basic quality criteria are met. The elective modules can and should be used as much as possible – within the limits of the resources available – to provide training tailored to individual needs.

Participants who already possess a number of competencies to be acquired through Curriculum globALE may be exempted from respective parts of the

training or could even be included as co-trainers. However, this requires the use of appropriate RPL (recognition of prior learning) procedures. Since such RPL mechanisms are not yet widely

established, this may prove unrealistic in many cases. However, some RPL tools are already available to adult educators and could be adapted for Curriculum globALE.





Module 1: The basis of adult learning and education

Competency⁴

Individuals who have completed Module 1 know and understand the functions and particularities of the field of adult learning and education and its importance in their own social context, also in comparison to other contexts and against a wider international background. They are able to position their own professional role within this context.

Learning outcomes

Individuals who have completed Curriculum globALE Module 1:

- understand adult learning and education as the field of policy, practice, research and science, and how it is shaped by different philosophies of education, understandings of human nature and ethical principles;
- are aware that the diverse practices of adult learning and education are developed in the relationship with the contextual factors: social, economic, geographical, political, cultural and environmental;
- know the key terms and concepts in the field – those used globally and those used specifically for a region/ country;
- know the difference between formal, non-formal and informal adult learning, their importance and interconnectedness;
- are familiar with different organizational forms of adult learning and education and a variety of learning sites, areas and subsectors of adult learning and education, especially in their country/region;
- know the main functions and benefits of adult learning and education;
- are familiar with the essential elements of adult learning and education policy (including funding and legal framework conditions) and its most important actors in their country or region and at the international level;
- have a basic understanding of international developments and global

⁴'Competency' does not refer to the ability to act in the narrower sense, but to basic knowledge and attitudes necessary to carry out tasks de-scribed in the next modules responsibly.

agendas relevant to their own context of adult learning and education;

- know about the adult education market, providers, programmes/offers and target groups;
- know the main features of professionalization of adult learning and education and different carrier pathways and are able to trace and reflect on their own professional pathway and role as an adult educator;
- can reflect critically on the functions and interests of various actors associated with adult learning and education, as well as on existing power relations.

Links to other modules

The purpose of this module is to develop a basic understanding of the overall concept of adult learning and education and its key notions and aspects. In this sense, the module provides basic knowledge about the adult learning and education field (policy and practice) and is linked to all other modules. The situation of adult learning and education within a culture and context must also be reflected in the other modules, e.g. teaching methods (Module 4), evaluation (Module 5), learning theories (Module 2) or perceptions of communication, and group dynamics (Module 3). Motivation and participation in adult learning (Module 2) is also closely linked to the way adult learning and education is set up in a particular context.

The role of an adult educator and the professional attitude and values introduced

as a topic in this module will be addressed again when dealing with principles of learning and didactic activity (Module 2). Different understandings of adult learning and education, its development and philosophical approaches to it should be explored further using learning theories. Cross-referencing these two modules is therefore strongly encouraged.

Main topics

Theoretical foundations and diversity of adult learning and education

- Basic anthropological assumptions, notions of women and men, community, adult and adulthood, education, learning and socialization, life course;
- Main approaches to adult learning and education, and learning and education theories, including:
 - positivism, pragmatism, liberalism, humanism, social constructivism;
 - the contribution of social movements to adult learning and education (feminism, decolonization, ecological movements);
 - Popular education and critical theory in adult education and their representatives (theory of Paulo Freire, etc.) and radical approaches to adult education;
 - Various religious and indigenous perspectives on adult learning and education;
- Ethical issues in adult learning and education and the value-based character of adult learning and education.

Establishing the field: What does 'adult learning and education' mean and what does it encompass?

- Adult learning and education as a field of practice and delimitation from other areas of education;
- The place of ALE in the education system;
- Social, economic, political, cultural and environmental contexts and roots of adult learning and education;
- Understanding key concepts and definitions (adult learning and education, lifelong learning, national and regional contexts);
- Organizational forms of learning:
 - Formal, non-formal and informal adult learning;
 - Various learning sites and providers;
 - Bridging different forms of adult learning and education: needs and models (RVA or PLA);
- Different practice fields and content of adult learning and education: general education, vocational training, literacy, community education, civic education, family and intergenerational learning.

Main functions, purposes and benefits of adult learning and education

- Why adult learning and education? Main functions (compensation, development, empowerment, innovation);
- Functions related to the role of an adult in the community in different life and work situations and different stages in the life cycle, and their inter-relatedness;

- Main benefits of adult learning and education for individuals, families, communities, economies, societies and humanity.

Gender-specific aspects of adult learning and education

- Gender and participation;
- Gender-sensitive education policy, didactics and resources;
- Challenging gender inequality through adult learning and education.

Power relationships in teaching and policy-making

- Teacher and participant relationships;
- Group relationships;
- Empowerment in adult learning and education.

Adult learning and education policy

- Adult learning and education policy: main characteristics and actors
- National, regional and global actors (governmental, intergovernmental, non-governmental, private sector, volunteers, academia and research, local civil society organizations and other actors in the local community);
- International developments relevant to adult learning and education (e.g. Education 2030 Agenda; CONFINTEA, etc.);
- National ALE policy: characteristics and challenges, national framework conditions:

- Legal framework;
- Financing issues and models;
- Types of data and usage;
- Adult education market: provider land-scapes, programmes, offers and demands;
- Target groups, access to education, and participation in adult learning and education (importance, barriers to participation and ways to reduce them).

Adult learning and education as a field of research, an academic discipline and a profession

- Adult learning and education as a field of research and an academic discipline;
- National and global empirical studies and data;
- Different approaches to adult learning and education and the concept of andragogy;
- Adult learning and education as a profession;
- Careers in adult education: pathways, entry points and development opportunities;
- Reflection on personal pathway and motivation; biographical perspective.

Notes on implementation

Since adult learning and education is shaped profoundly by the societal context in which it is embedded, this module needs to be contextualized to an even greater extent than others. Participants should share previous experiences as a starting point to focus the content of the module around the specific adult

learning and education reality in their country/region. Terminology, concepts and definitions should be compared to examples in other languages, and national developments should be reflected in an international context. To become aware of the particularities of one concrete context (i.e. one's own context), it is necessary to compare with and consider other contexts and concepts.

The topics listed herein provide a framework of issues that could and should be reflected in this module. It is neither imperative nor recommended to cover each topic consecutively; rather, trainers and participants can select (and combine, if possible) those topics that are of the highest relevance to explore in greater depth within the context of the outcomes to be achieved. The topics could also be combined: for example, a workshop or simulation game about policy could include actors that would consider and discuss content, target groups and financing within a particular national context.

It is important that participants recognize the variety of forms in which adult learning and education can occur, and that they become familiar with the content, topics and fields within them. They should become aware of the potential, range and diversity of adult learning and education and its benefits in all fields and at all levels of society. Adult learning and education may serve very different purposes according to

specific viewpoints. The focus could be developing labour-market relevant vocational skills, promoting mutual understanding and social cohesion or empowering individuals and communities to take their destinies into their own hands. If participants' experience is shaped significantly by one particular purpose, this module should also offer them awareness of other purposes commonly associated with adult learning and education.

The order in which the topics of this module are listed is not prescriptive. 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 the particularities of the field in more detail. Achieving a balance with abstract analytical knowledge and the individual perspective should be a key component throughout this module. It is therefore strongly advisable to draw on participants' personal experience as much as possible.

Practical application and reflection

A central element in this module is how to introduce the basis and principles of adult learning and education, both thematically and also in relation to the participants' experience. Suitable tools include presentation methods, self-study and group work. Every theoretical part should be linked with personal experience and/or practical implications. It is possible to start with experiential sequences, followed by

reflection and conceptual and theoretical framework development. Project visits can also be useful, in particular if the aim is to strengthen the connection to an institution. Photographs and videos (life stories, employment stories, etc.) can be used to show the variety and diversity of ALE forms and content, as well as local, national and international learning sites.

A special challenge is linking the discussion about adult learning and education, including the professionalization and different career pathways, with the personal situation of the respective participants and their own role as adult educator in a particular adult learning and education context. Such relationships can be generated through small group work, creative methods and individual reflection tasks. Reflecting on one's own particular working context as an adult educator against a background of broader knowledge about adult learning and education should be a core element of this module.

Recommended scope

- 30 instruction hours = 5 days (this can be adjusted depending on the participants' previous knowledge and education);
- 24 hours of individual study and assessment;
- Practical application and exercises, e.g. project visits (this varies between 20 and 50 hours).



Module 2: Adult learning and adult teaching

Competency

Individuals who have completed Module 2 have knowledge of learning theories and can link this to 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.

Learning outcomes

Individuals who have completed Curriculum globALE Module 2:

- are familiar with the principles and key characteristics of adult learning compared to the learning of children;
- recognize and understand the motivation for adult learning in its various contexts and increase learning motivation;
- can identify learning barriers and minimize or eliminate them if possible;
- are familiar with different learning theories and their epistemological assumptions, main concepts, terminology and principles, as well as their implications for the learning process;
- recognize the type of learning that suits different content, educational goals and contexts, individuals or target groups, and can apply suitable teaching methods;
- can reflect on their own understanding of adult learning theories, their teaching preferences and the way their own cultural context influences these;
- are aware of the different roles of a trainer and can recognize the factors that determine the preferability of these roles;
- can reflect on trainer roles in their own practice in a concrete cultural context.

Links to other modules

This module focuses on learning theories and gives an insight into the learning process itself. It is strongly related to adult learning and education theories, philosophy, perceptions and functions of adult learning and 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, in particular, are related to the use of methods (Module 4), but are also related to the professional attitude and role of adult educators (Module 5).

Main topics

Terminology, definitions and concepts

- Education, learning (lifelong and life-wide), training, knowledge, skills and attitudes.

Motivation and barriers

- Types of motivation for adults' learning and education and their transformation through education;
- Humanistic theory of motivation, e.g. Maslow's hierarchy of needs;
- Types of barriers related to the learning process and ways to reduce them.

Adult learning principles

- Differences between learning in childhood and adulthood;
- Importance of experience and participants' knowledge as a precious resource in teaching/learning processes;
- Participatory approaches and principles of participant-orientation in ALE.

Different approaches and categorizations of adult learning theories

- Developmental psychology as the basis for adult learning; i.e. social/cultural approach vs individual approach; subject vs object;
- Cognitive psychology as the basis for adult learning:
 - Cognitive abilities and their development in an adult's lifespan;
 - Crystalline and fluid intelligence, multiple intelligences;
 - Critical thinking and the development of critical reflection in ALE.
- Epistemologically based theories of learning:
 - Behaviourism and adult learning (main principles and application);
 - Cognitivism and adult learning (main principles and application);
 - Constructivism and adult learning (main principles and application);
 - Transformative learning; theories of J. Mezirow; social, individual and community transformation;
 - Experiential learning and Kolb's learning cycles (see Section 1.5, Figure 1);
 - Pragmatism and subject-oriented learning (main principles and application);
- Neurosciences and benefits for adult learning theories;
- Social, emotional and embodied learning; culturally shaped combinations of learning types.

Application of learning theories

- Learning theories and didactic principles in adult teaching;
- Traditional learning forms, indigenous knowledge, and different learning styles in adult learning and education.

Trainer's role

- Various roles: lecturer, facilitator, animator, evaluator...;
- Adapting the role to the goal, context, participants, content; etc.;
- Reflection on participants' own perceptions of the trainer's role.

Notes on implementation

Since adult learning is based on scientific theories, adequate didactic preparation must create relevance to the individual course design. Screen presentations and interactive instruction should be combined with roleplay and simulations to describe one's own experience. Additionally, participants should explore the implications for their own teaching activity with group work, individual assignments and project work.

The principles and theories of Module 2 should be connected with examples from adult learning and education practice, preferably from the participants themselves. In particular, participants could illustrate the adult learning principles (adult learning and education as participant-orientated, experience-based, related to community, real life and work situations, etc.).

The focus on learning theories is not intended for conceptual considerations or views of single authors, but for aspects relevant for the work of the adult educator and trainer: What is the purpose of learning in concrete situations seen in terms of learning theories? Is it to focus on knowledge, skills or values? Is it to train for empowerment and raise awareness? What is the teacher/learner relationship? Participants should explore which types of learning theory suit certain types of content and groups (vocational training, empowerment of women, entrepreneurship for young unemployed people, family life education, peace and intercultural teaching, etc.). It is not necessary to cover all theories in depth, but to offer theoretical background knowledge on the main types of adult learning and the most important issues related to them.

The meaning and content of various theoretical approaches should be reflected in a concrete cultural context that shapes interpretation and application. The suggested theories cover basic epistemological paradigms and assumptions, as well as the didactic concepts drawn from them, but can be combined with culturally and regionally specific theoretical approaches.

It is of special importance that participants recognize the potential and features of single learning theoretical approaches and the adequacy of their application to different situations, content and target

groups. Individuals who have completed Curriculum globALE should reflect on which special attributes their own participants have and how these attributes can be used effectively in their own didactic activity and implicit learning theory. They should also reflect on which trainer's role they prefer and expand their capability to perform other roles. Furthermore, they should be motivated to continue learning on their own – in a formal or non-formal setting.

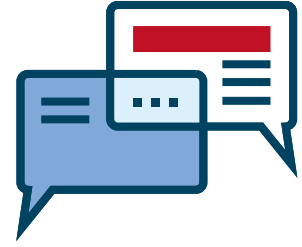
Practical application and reflection

The theoretical part of the module challenges the interactive approach of the trainer. It could be introduced using different learning situations that illustrate different learning theories. Participants could complete small tasks typical of each individual learning theory and view short videos illustrating single theories. Life and work experiences of participants could be taken as examples to depict the stages of learning according to different theories. At

the same time, participants' own learning processes and motivation to take part in the course could be discussed as an introduction or used as material for single topics. They can complete group work to analyse the motivation for participation vs barriers for learning and to suggest and consider suitable learning approaches. Participants can focus on their own local context and discuss single topics from this point of view (e.g. framework conditions or suitable didactic activity).

Recommended scope

- 30 instruction hours = 5 days.
If participants have a relevant educational background or previous knowledge, this could be reduced to 24 instruction hours (≈ 4 days);
- 24 hours of individual study and assessment;
- Practical application and exercises (this varies between 20 and 50 hours).



Module 3: Communication and group dynamics in adult learning and education

Competency

Individuals who have completed Module 3 are familiar with the theoretical principles of communication and can apply them to teaching and to their education work with adults. They also understand the main theories of group dynamics and can apply these to teaching/learning activities and adapt them to group characteristics to steer social processes.

Learning outcomes

Individuals who have completed Curriculum globALE Module 3:

- understand the nature and elements of communication and the importance of interactive, constructive, motivating communication;
- are familiar with the rules of verbal, paraverbal and non-verbal communication and apply these to their teaching;
- can eliminate or mitigate barriers and obstacles in communication and create a positive, supportive atmosphere through their communication style;
- understand the characteristics of different communication styles and apply these in their teaching;
- use basic elements of guidance and counselling in their educational work;
- can recognize, understand, moderate and steer the group dynamic to ensure sustainable learning success;
- can tailor learning processes to match group dynamics;
- can deal with problems, handle conflicts, navigate situations and negotiate with 'difficult' participants successfully.

Links to other modules

This module is closely connected to teaching methods (Module 4). Knowing the principles of good communication and group guidance will allow participants to apply appropriate methods, including those that were not explained or practised in detail during the course or that come to light during ongoing research. This module is also intertwined with Modules 1 and 2; in particular,

the methods, personal characteristics, motivations and learning styles of adult learners. Adequate communication and a good working atmosphere in the group are the most important motivating factors but can also be the strongest barriers to adult learning if they are not supportive and positive. This module gives practical answers to general questions on adult learning and concrete illustrations of single aspects of adult learning theories, especially the relationship between the teacher and the adult learner (Module 2).

Main topics

Communication in adult learning and education

- The nature of communication, main elements and principles;
- Main elements influencing communication (gender, culture, context, personal traits, values, etc.);
- Communication in different ALE theories;
- Types, levels and key features of communication:
 - Visible and invisible communication, emotional aspects of communication in teaching;
 - Components, rules and techniques of supportive verbal communication, active listening and avoiding communication 'killers', asking questions;
 - The importance and rules of non-verbal and paraverbal communication in teaching adults;

- Non-violent and assertive communication; the role of empathy; motivating, empowering and interactive communication;
- Giving feedback to adult learners as a means to develop and empower, different methods;
- Expressing and accepting criticism, in particular in the educational context;
- Dealing with different communication styles;
- Aspects and basic techniques of guidance and counselling;
- Main characteristics of intercultural and gender-sensitive communication;
- Basics on the use of social media and digital communication in teaching and learning.

Group dynamics in adult learning and education

- Types and characteristics of learning groups;
- Importance of group dynamics to the learning and teaching process;
- Group development models: content, activities and relationships at different stages of group development;
- Designing group culture:
 - Roles, sub-groups, hierarchies, values and rules;
 - Building trust and promoting openness;
 - Balancing individual and group goals;
- Principles of work, methods and techniques for steering and intervening in group dynamics;

- Different roles of the adult educator in the teaching/learning group depending on context, culture, goal and group dynamics; multitasking;
- Communication strategies and techniques for solving problems, conflicts and behavioural issues.

Notes on implementation

Participants should be able to differentiate between the knowledge of rules of communication and the ability to apply them, which requires self-reflection and exercise. This module raises awareness on communication as more than just a single soft skill, but rather a complex set of skills and related attitudes for the transfer of knowledge and values.

Methodological variety and a creative approach is called for in this module. Using methods ranging from short PowerPoint presentations (e.g. introducing communication theories), diagrams and graphic models to pictures, video recordings and short films, the individual aspects of communication can be clarified and presented in an exemplary fashion, using familiar situations or people. Roleplay and simulation are ideal to explore the issues presented in this module, which centres on soft skills rather than theories of communication. They are also a good way to introduce cultural, national, local or any other aspect of communication, bringing real life and work examples into teaching and enabling participants to relate and reflect.

Although this module contains a theoretical part, it should be illustrated with concrete examples. It is very important to create an atmosphere of trust and enjoyment, in which participants can share experiences, tell their own stories, reflect on their own communication style and experiences with various groups, and be open to different materials, methods and approaches.

The use of social media and digital communication in teaching and learning is an expanding area; the potentials and risks should therefore be discussed, along with relevant experiences that could be applied in teaching and learning situations. Attention should also be drawn to the possibilities for further exploration by participants.

Practical application and reflection

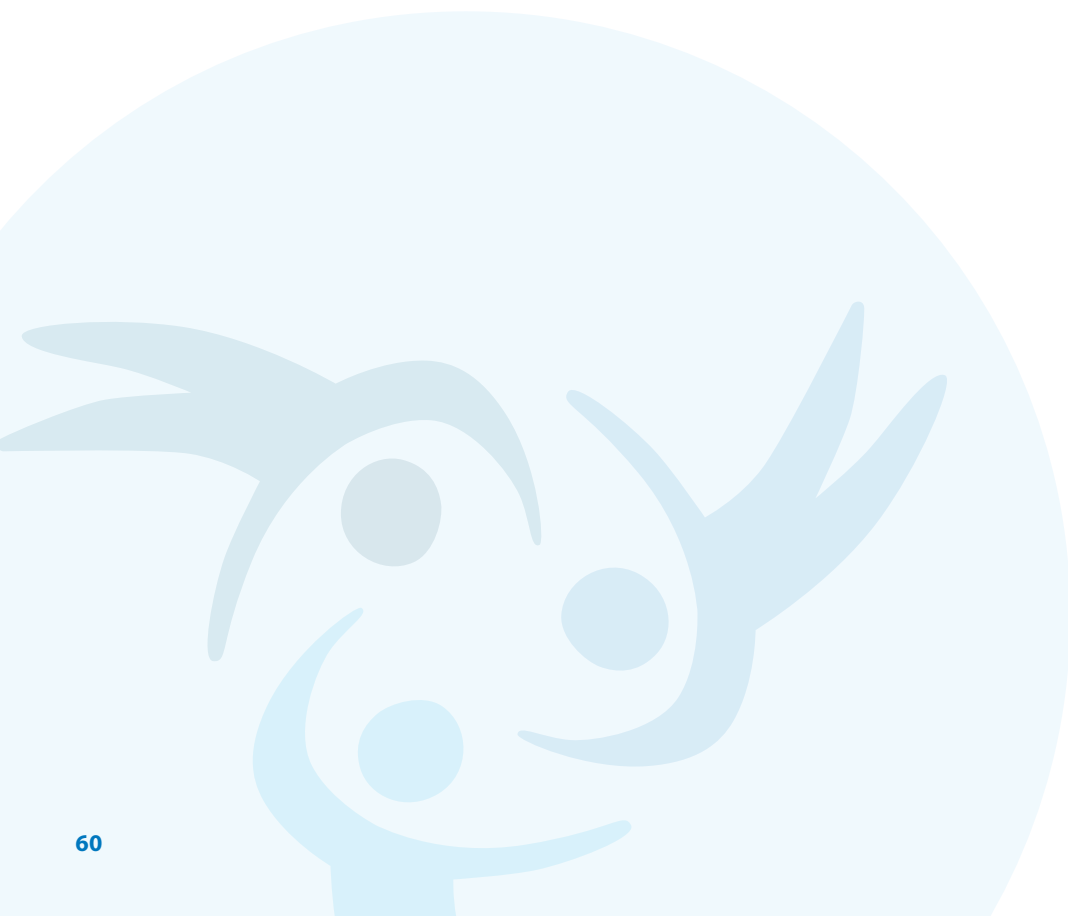
It is advisable to work with realistic examples from the participants' lives and professional environments and to use topics from previous modules. Participants should be encouraged to reflect on their own communication style. Here, it is important to initiate reflection, using the course instructor's communication with the participants as a good example (in particular regarding non-violent, non-authoritarian and constructive communication). Small exercises and reflection sessions on realistic situations and small group tasks are recommended. An active interaction exercise approach should be applied as much as possible to

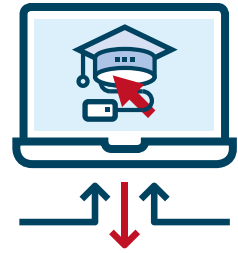
ensure effective learning and application in the long-term.

The participants should examine and reflect on past and current experiences, both within and outside the teaching/ learning group. A variety of methods is therefore available: small exercises, small group tasks, graphic representations, small socio-metric sequences, photographs and short films. Methods from the repertoire of group dynamic training are also suitable: psychodrama; roleplay; controlled dialogue; games, including intercultural ones; but also exercises with which typical group situations are created, practised or designed to raise awareness.

Recommended scope

- 24 instruction hours (\approx 4 days);
- 20 hours of individual study and assessment;
- Practical application and exercises (this varies between 20 and 50 hours).





Module 4: Methods of adult learning and education

Competency

Individuals who have completed Module 4 are familiar with the repertoire of adult learning and education methods and can apply this to achieve optimum learning success in the respective target group and in given settings.

Learning outcomes

Individuals who have completed Curriculum globALE Module 4:

- are aware of the importance of using adequate methods in adult teaching;
- are familiar with a broad spectrum of adult learning and education methods and their advantages, disadvantages, limits and potential;
- can select suitable and culturally adequate methods;
- can interpret and analyse various methods of adult education and the didactical principles behind them;
- can apply and reflect on a basic set of methods independently;
- can use variations on certain methods, adapting them to the concrete situation and developing them further;
- can use methods suitable for a respective target group to achieve sustainable learning success;
- are motivated and equipped to become a lifelong learner and to help others carry out individual learning.

Links to other modules

This module is ideal to practise knowledge and competencies learned in other modules. Previous topics can be used as material to implement, illustrate, present or analyse the use of single methods. Topics from all other modules can be analysed from the point of view of suitability to a particular method, combined with other criteria (target group, time, resources, etc.). For example, groups could choose the best method to explain the different types of adult learning (Module 2), to evaluate the benefits of adult learning and education (Module 1) or to explore ways to overcome communication problems within the group (Module 3). While other modules suggest suitable methods for single topics or for use with different kind

of participants, this module implements these ideas. It is advisable to use topics from all previous modules to illustrate the potential of a variety of methods.

The methods in this module build on Module 2, 'Adult learning and adult teaching', which covers the background of didactic principles and methodical approaches. While the focus in Module 2 lies on theoretical principles illustrated using specific examples (methods), this applies in the reverse in the Module 4, which establishes a broad repertoire of methods for different practical objectives. This does not mean that the module should be restricted to presenting and trying out methods; on the contrary, participants should reflect on the methods and link them back to the acquired theoretical principles. These two modules do not represent a strict separation of theory and practice into two separate units; instead, they create different focus areas within a theory/practice relationship that should be viewed as a unit at all times.

In this module, the focus is placed on methods used to give courses/adult education instruction. Methods for planning, organizing and evaluating of courses/instruction are covered in detail in Module 5.

Main topics

Using methods to teach adults

- Reasons for methodical diversity:
 - Psychology of learning and adult learning principles;
 - Learning styles;
- Criteria for choosing an adequate method:
 - Target groups (gender, age, previous knowledge, etc.);
 - Goals, outcomes, content;
 - Group dynamics and phases of training;
 - Culture, context, setting;
- Overview and typologies of methods;
- Visualization and interaction as the basis for a number of methods;
- Opening methods:
 - Ice-breakers;
 - 'Getting to know you' games and exercises;
 - Methods for checking expectations;
- Methods to impart information, tap into knowledge and develop content:
 - Lecture (elements of a good lecture: dos and don't's);
 - Presentations (rules: dos and don't's);
 - Demonstration and use of objects and models;
 - Methods based on using blackboards, flip charts, moderation sets and similar tools;
 - Discussion rounds and guide plenary discussions;
- Group methods:
 - Brainstorming;
 - Project work, group tasks, group research;

- Learning circles, 'four corners approach' and similar methods;
- Sociometric approaches;
- Observation visits;
- Collaborative learning with digital tools;
- Individual learning and methods to support self-organized learning and the acquisition of self-learning skills:
 - Individual study;
 - Learning diary;
 - Biographical learning;
 - Reading techniques;
 - Mind mapping;
 - Computer-based and online learning;
- Social learning and experiential learning:
 - Roleplay, simulations;
 - Workshops, 'world café' and 'open space' methodologies;
 - Site visits: learning from the local context;
 - Group problem-solving;
 - Participative methods;
 - Experiential workshops;
- Art-based and creative methods:
 - Music, movies, videos;
 - Photography, drawing, painting;
 - Sculptures, clay modelling, visual material;
 - Dance, theatre, psychodrama, performance;
 - Creative writing;
 - Storytelling;
- Moderation techniques and specifics of the role of the trainer as a moderator;

- Warm-ups and methods to increase concentration;
- Methods for ending the instruction:
 - Closing session and debrief facilitation: process and questions;
 - Wrap-up methods and securing results;
 - Feedback on the instruction.

Notes on implementation

Since teaching methods cannot be fully learned theoretically and tend to develop through practice, this module offers a focus on exchange, experiment and reflection. It contains numerous exercises that are accompanied by reflection and discussion. Focus should be placed on the prerequisites and selection criteria for applying individual methods, including an overview of the possibilities and limitations of single methods and the demands they place on adult educators. Once the participants have applied methods successfully in practice, they can develop a multitude of tried and tested methods in the cultural context together.

The following points must be observed in this module:

- It is important to refer to previous modules, especially Module 2 and the epistemological foundation and didactical principles, which give a theoretical background for the single methods. Successful application does not depend on the techniques, but on the reason and purpose of their application.

- Not all methods should be presented and practised; instead, just one or two from each group should be explored. Since some methods 'cover' several criteria (e.g. simulation can increase knowledge and skills and support social learning, mind mapping can be both an individual and a group activity, videos and digital tools can be used at all stages and for various purposes), it is advisable to choose methods that cover multiple aspects and purposes.
- There is no perfect method, but a method should always be selected with an optimal use of criteria (especially suitability for achieving the objective) and a balanced approach. Alternating methods does not always bring good results.
- Methods should be applied concretely in the participants' own context of activity. Participants are encouraged to suggest methods that they have used or experienced, that are typical for their cultural context or that they have developed themselves.
- Participants should reflect on the methods they prefer and expand their willingness and ability to use new ones. They should be encouraged to be free, flexible and creative in using, combining or inventing methods.
- Knowledge of a variety of methods is imperative, for psychological and context-related reasons: for example, if electronical equipment is not available, adult educators should be able to shift to other materials and tools and creatively use whatever is available to them.
- In relation to the adult educator's 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).
- Some of the participatory methods and tools can be used across several topics to facilitate empowerment and active participation (e.g. some REFLECT tools).

Practical application and reflection

The module on methods is a good opportunity for participants to practise their skills and improve them through the process of practical learning. Participants' own teaching experience could be used, combining reflection and ways to progress. Roleplay is good as a framework for practising other methods – part of the group can play the 'usual' target group (i.e. participants in the course) and the other part of the group can use and practise a method, then share their experience and opinions with the group afterwards. It is also possible to use one topic to present two or three methodical approaches, followed by a comparison and discussion of the advantages and difficulties of single methods and the best criteria for use.

Recommended scope

- 24 instruction hours (≈ 4 days);
- 20 hours of individual study and assessment;
- Practical application and exercises (this varies between 20 and 50 hours);

- Recommended: participants prepare, teach and reflect on at least three of their own lessons plus teaching observation visits and peer feedback.





Module 5: Planning, organization and evaluation in adult learning and education

Competency

Individuals who have completed Module 5 are aware of the education/training cycle and its five phases (needs assessment, programme/curriculum development, planning and organization, implementation /delivery, and evaluation).

They understand how these phases are connected in the professional cycle of activity as an adult educator. They are aware of different planning, organizational and evaluative methods, and can select and apply these appropriately to the situation and follow up with critical reflection. Adult educators use the experiences they have gained to develop, organize, implement, evaluate and promote ALE programmes and to improve their own professional programmes systematically.

Learning outcomes

Individuals who have completed Curriculum globALE Module 5:

- are familiar with the phases of the professional cycle of activity of adult educators (i.e. training cycle) and their role within them, including needs assessment, curriculum development, planning and organization, implementation or delivery, and evaluation, and understand how they relate to each other;
- are aware of the different methods and tools related to the five phases of the education/training cycle; they can:
 - identify educational, training and skill needs;
 - formulate competency-orientated learning goals and outcomes;
 - create a methodological-didactic design for teaching/learning processes;
 - plan lessons that take relevant framework conditions into account;
 - check learning progress continually, evaluate it transparently, and adjust the programme course and lesson design on this basis as required;
 - secure results;
- are aware of the implications of different methods and tools and their use depending on the phase of the

training cycle and can reflect on their selection and application critically;

- use the findings from results and evaluations to improve their work continuously;
- can develop and implement an adult education program basing on needs assessment within community/ organization;
- know the basics and different elements of quality assurance.

Links to other modules

All previous modules form the basis of a good training cycle, and the knowledge and skills from previous modules 'flow' into this one. Phases, characteristics and types of adult learning (Modules 1 and 2) and adult learning principles are important when developing single phases of training, especially needs assessment and planning. During organization and implementation, the competencies from Modules 3 and 4 (communication, group dynamics and methods) should be applied in detail.

Quality assurance is closely related to the political, local and national contexts, communities, providers and partner organizations, as well as to the working contexts of adult educators (Module 1).

Main topics

Phases of the professional cycle of activity of an adult educator (i.e. training cycle)

- A new understanding of the role of the adult educator/trainer/facilitator that

extends beyond traditional teaching as 'delivering knowledge';

- Responsibilities in all phases of education/training;
- The five phases: needs assessment, programme/curriculum development, planning and organization, performance and evaluation;
- Interconnectedness between phases and the effects of single phases.

Needs assessment

- Education/training/skills/needs assessment: importance and function;
- Methods and tools for needs assessments of individuals, organizations, communities and countries.

Programme/curriculum development

- Importance and types of curriculum, i.e. outcome-based vs knowledge-based;
- Principles of competency-orientated curriculum development;
- Methods to develop an outcome-based curriculum;
- Functional job analysis and the DACUM ('developing a curriculum') method;
- Defining educational and learning goals and learning objectives (learning objective taxonomies).

Planning, preparation and organization

- Target group analysis: Who is taking part in courses and why? Target group attributes, expectations and attitudes;

- Gender-sensitive and culturally sensitive approaches in planning;
 - Consideration of framework conditions and available infrastructure (time, location, materials);
 - Creating a checklist for different aspects of preparation, including location, space and use of resources (planning materials and equipment);
 - Creating a plan or lesson 'scenario' with content, methods, didactics and time frames;
 - Planning possible/alternative lessons in the event of unexpected situations and changes in context.
- Quality assurance (standards/ indicators);
 - Existing quality assurance systems, models and critical views.

Notes on implementation

This module helps trainers acquire the necessary skills and tools for course design. It introduces methods that meet the requirements of adult-appropriate didactics and are suitable for needs assessment, programme development, planning and organizing, and lesson evaluation. Participants' experiences should be used as part of this process. This module calls for a mixture of methods, including thematic inputs, professional exchange and group discussions. Participants should always reflect critically on the implications of selecting and applying individual tools in light of the principles covered in the other modules. At the end of the module, participants will have gained initial experience with applying selected methods in practice, ensuring sustainable learning effects. They will also acquire basic competencies to plan, implement and evaluate their own learning process in the future.

Evaluation

- Monitoring and evaluation in adult learning and education: importance, principles, prerequisites and potential:
 - Types of evaluation (pre-formative, formative and summative; quantitative and qualitative; external, internal, self-evaluation; phases of evaluation);
- Evaluation methods, techniques and tools:
 - Tests, questionnaires, scales, records;
 - Learning diaries;
 - Competency balance sheets and portfolios;
 - Creative training evaluation;
 - Follow-up, reporting and networking;
 - Ensuring quality in adult learning and education:
 - Elements of quality assurance (facilities, programmes, personnel);

Practical application and reflection

Various methods can be used to support participants in creating the five-phase cycle of training. Participants could be divided into groups and be assigned a topic and task to develop the whole cycle, describing each step in detail. They could prepare scenarios and simulate course preparation. The group could reflect on

and analyse single solutions, proposals and ideas together and revise the preparation plan before its implementation. The implementation itself could also be simulated, followed by evaluation and group discussion based on real 'units' of training.

Needs analysis and curriculum development is crucial to some trainers and of secondary importance to others, who may be delivering a pre-defined curriculum. Needs analysis could therefore be introduced earlier in the cycle, e.g. in Module 1, when discussing adult learning and education policy and the shift from a supply-oriented to a demand-oriented approach. However, some aspects of needs analysis and curriculum development form part of the training preparation and implementation, which necessitates core knowledge in these areas. A competency-based curriculum is the current approach in favour, especially in vocational education, but also in many of the shorter teaching forms. Methods like DACUM (<http://www.dacum.org/>) should therefore be presented and exercised, with a goal to practise outcome-based thinking and to diverge from traditional content-based curriculum rather than to study the method in-depth. Keeping the training goals and results in mind will help participants remain flexible to the group's needs, processes and possible contextual changes.

Evaluation in education is a broad issue and should therefore be presented as an overview of the main aspects and issues,

with a focus on evaluating the training itself. Quality assurance depends on context, necessitating a presentation of the main approaches, such as those used by international organizations, followed by critical reflection and group discussion with the local and national context in mind.

Recommended scope

- 24 instruction hours (≈ 4 days);
- 20 hours of individual study and assessment;
- Practical application and exercises (this varies between 20 and 50 hours).



Elective module(s)

Competency will be defined depending on the topic of the elective module

Individuals who have completed one or more elective modules have acquired in-depth specialized, factual and theoretical knowledge relating to at least one particular field or aspect of an adult educator's professional activity – the field or aspect defined in the elective module. They have acquired a comprehensive range of cognitive and practical skills required for professional performance or coordination in this field or aspect.

Links to other modules

The elective module(s) allow/s participants to:

- deepen knowledge and skills acquired in the core modules concerning a specific topic or skill (e.g. ALE funding, needs assessment, curriculum development or method diversification according to selected criteria);
- develop knowledge and skills acquired in the core modules further and apply them to specific content (e.g. teaching and learning in adult literacy programmes, ALE policy, intergenerational learning, digital learning, vocational training or re-skilling);
- broaden their competency profile by acquiring knowledge and skills concerning a field or aspect relevant to their professional activity but which

is not a fundamental part of the core modules (e.g. management in adult learning and education, advocacy and lobbying in adult learning and education, teaching and learning in crisis situations or educational work in the context of poverty);

- develop knowledge and skills acquired in the core modules further and apply them to a specific target group (e.g. gender-oriented adult learning and education, working with migrants and internally displaced persons (IDP), education and learning of older and disabled people).

Topics

A wide range of topics relevant to an adult educator's professional activity in a given context would be suitable.

Notes on implementation

The format and didactic approach will depend on the topic chosen and, therefore, no general indications can be given. In any case, the general principles underlying Curriculum globALE (participant and action-orientated implementation, use of participants' prior knowledge and experience, respectful communication, interactive methods and reflection) should be observed when designing an elective module.

Recommended scope

Elective modules are an integral part of Curriculum globALE and must not be omitted from a complete CG training programme. This is particularly relevant when it comes to certification. As with the core modules, RPL may be applied for the purpose of certification.

In the case of one or more taught modules, the recommended total scope would be:

- 48 instruction hours (\approx 8 days);
- 42 hours of individual study and assessment;
- 76 hours of practical application and exercises.



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This publication introduces Curriculum globALE, a basic competence framework for the training of adult educators worldwide. By providing a modular, competency-based framework and cross-curricular approach, Curriculum globALE is unique in its aim to professionalize adult learning and education (ALE) on an international scale, via the competencies that support adult educators to work in any educational setting, field or form. It strives to ensure that educators' knowledge, competencies, skills and attitudes are of a professional standard.

Curriculum globALE is suitable to different contexts and its character and structure enables its inclusion in diverse national education systems.

Curriculum globALE aims to:

- enhance the professionalization of ALE by providing a common reference framework for adult learning programmes and a suggested standard of competencies for adult educators;
- support ALE providers in the design and implementation of 'train-the-trainer' programmes;
- foster knowledge exchange and mutual understanding between adult educators worldwide.

