



EUROPEAN ASSOCIATION FOR  
THE EDUCATION OF ADULTS



# PROFESSIONALISATION OF ADULT EDUCATION

From BFA (*Belém Framework for  
Action*)  
to *Curriculum GlobALE*

**Dr Katarina Popović**  
**University of Belgrade**



EUROPEAN ASSOCIATION FOR  
THE EDUCATION OF ADULTS



# Brazil, December 2009.



**CONference INTernationale de Education des Adultes**



# South- East Europe on CONFINTEA VI



EUROPEAN ASSOCIATION FOR  
THE EDUCATION OF ADULTS



## The Global Report on Adult Learning and Education – GRALE

---

“As in other education sectors, teachers, facilitators and trainers constitute the most important quality input factor in adult education.

However, in too many cases, adult educators are inappropriately trained, hold minimal qualifications, are under-paid and work in educationally unfavourable conditions.

50 National Reports cite the quality of adult education personnel as a key challenge.

There is huge variation in entry qualifications and terms of employment for adult education personnel.”



EUROPEAN ASSOCIATION FOR  
THE EDUCATION OF ADULTS



# Drafting Committee for BFA





1.125  
participants  
=  
144 Member  
States  
signed BFA



EUROPEAN ASSOCIATION FOR  
THE EDUCATION OF ADULTS



## ***Belém Framework for Action about professionalisation:***

---

- “Fostering 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 professionalisation of educators...**”
- “To these ends, we commit ourselves to:  
... **improving training, capacity-building, employment conditions and the professionalisation of adult educators**, e.g. through the establishment of partnerships with higher education institutions, teacher associations and civil society organisations...”



## Challenges for the global approach

---

- CONFINTEA VI as the instrument for the global policy and cooperation
- Complex and diverse „nature“ of the field of AE
- Differences in UN-region approaches to profession of adult education:
  - In educational level needed
  - In type of preparation
  - In conception
- Professionalisation often just an rhetorical issue





# European development

---

- Professionalisation - a term is making career!
- European Commission and Grundtvig programme; numerous projects and researches...
- Numerous policy papers...
- Professionals bodies and networks (e.g. ReNAdET...)
- Numerous conferencies, meetings, trainings...
- Strong competencies-based approach



## Setting the standards in Europe...

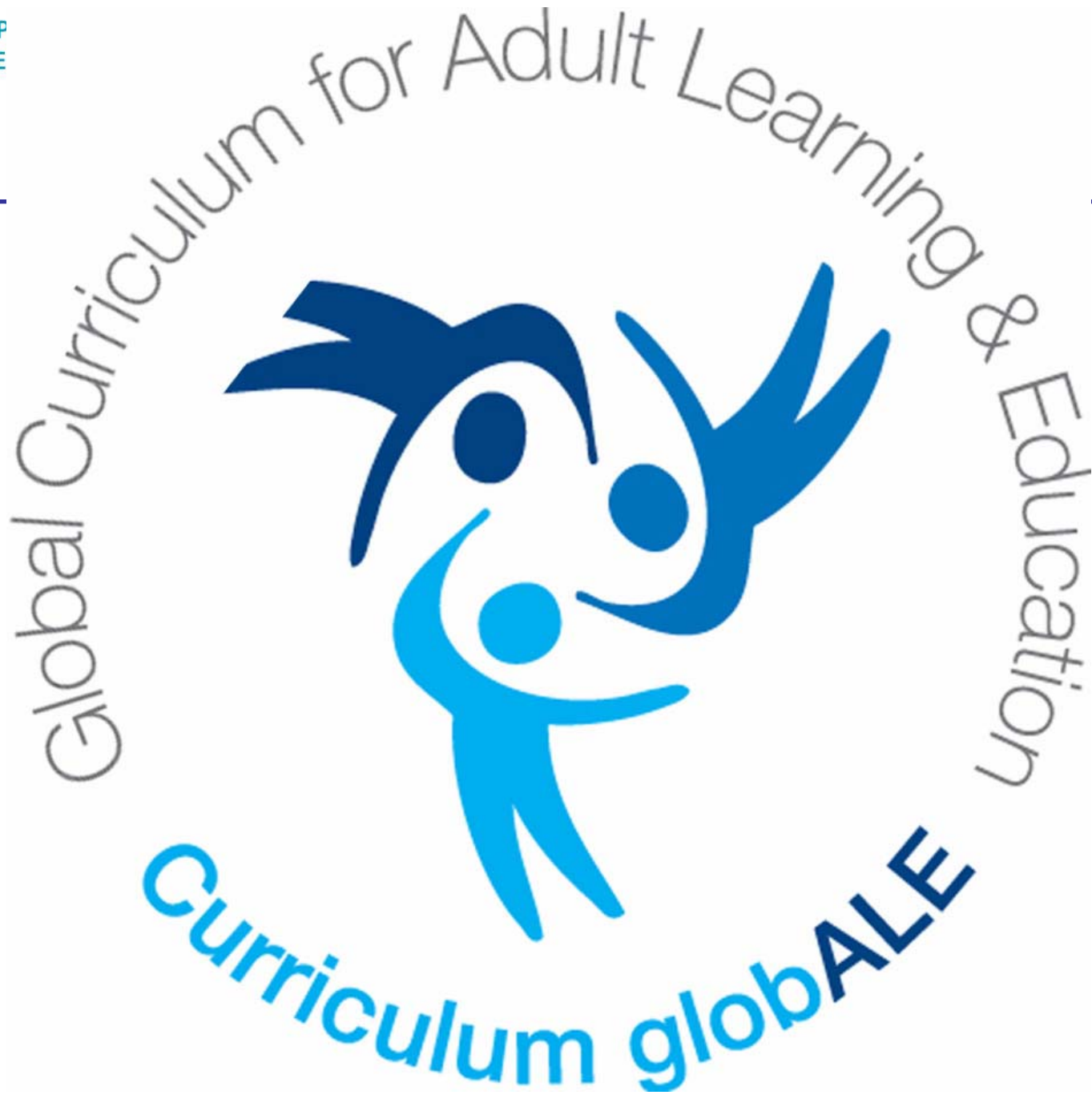
---

### Some certificates

- SVEB certificate
- WBA certificate "Certified adult educator
- Diploma to Teach in the Lifelong Learning Sector (DTLLS) - UK

### Some projects

- A good adult educator in Europe (AGADE)
- Validation of informal and non-formal psycho-pedagogical competencies of adult educators (VINEPAC):
- Flexible professionalisation pathways for adult educators between the 6th and 7th level of EQF (Flexi-Path)
- Key competences of adult learning professionals - ALPINE
- Qualified to teach (QF2Teach)





## Aims

- To enhance professionalisation of adult educators by providing a common reference framework
- To support adult education providers in the design and implementation of train-the-trainer programmes
- To foster knowledge exchange and mutual understanding between adult educators worldwide („we should no longer live in what some call a 'national container'...” )





EUROPEAN ASSOCIATION FOR  
THE EDUCATION OF ADULTS

## A cross-cultural core curriculum for the training of adult educators



- Difficulties in creating it
  - different approaches and concepts
  - balance between science/theory and practical/applicable aspects
  - not possible to make it value-free
  - not possible to make it content-free
- Possibilities / difficulties for implementation...
  - different starting point/entrance/context
  - different cultures in countries of application
  - different values embodied in education
- Contribution to professionalisation of AE!





EUROPEAN ASSOCIATION FOR  
THE EDUCATION OF ADULTS



## *Curriculum GlobALE*

- Basic qualification of teachers and trainers in adult education
- Corresponding to EQF level 5
- Aimed at new teachers or teachers with some experience but without any systematic training
- Timeframe: 2011-2012: Development of first draft  
2013-2014: Practical testing and monitoring



## Co-operation project of:

- German Institute for Adult Education (DIE)
- dvv international
- UIL, Hamburg (tbc)

## Concept:

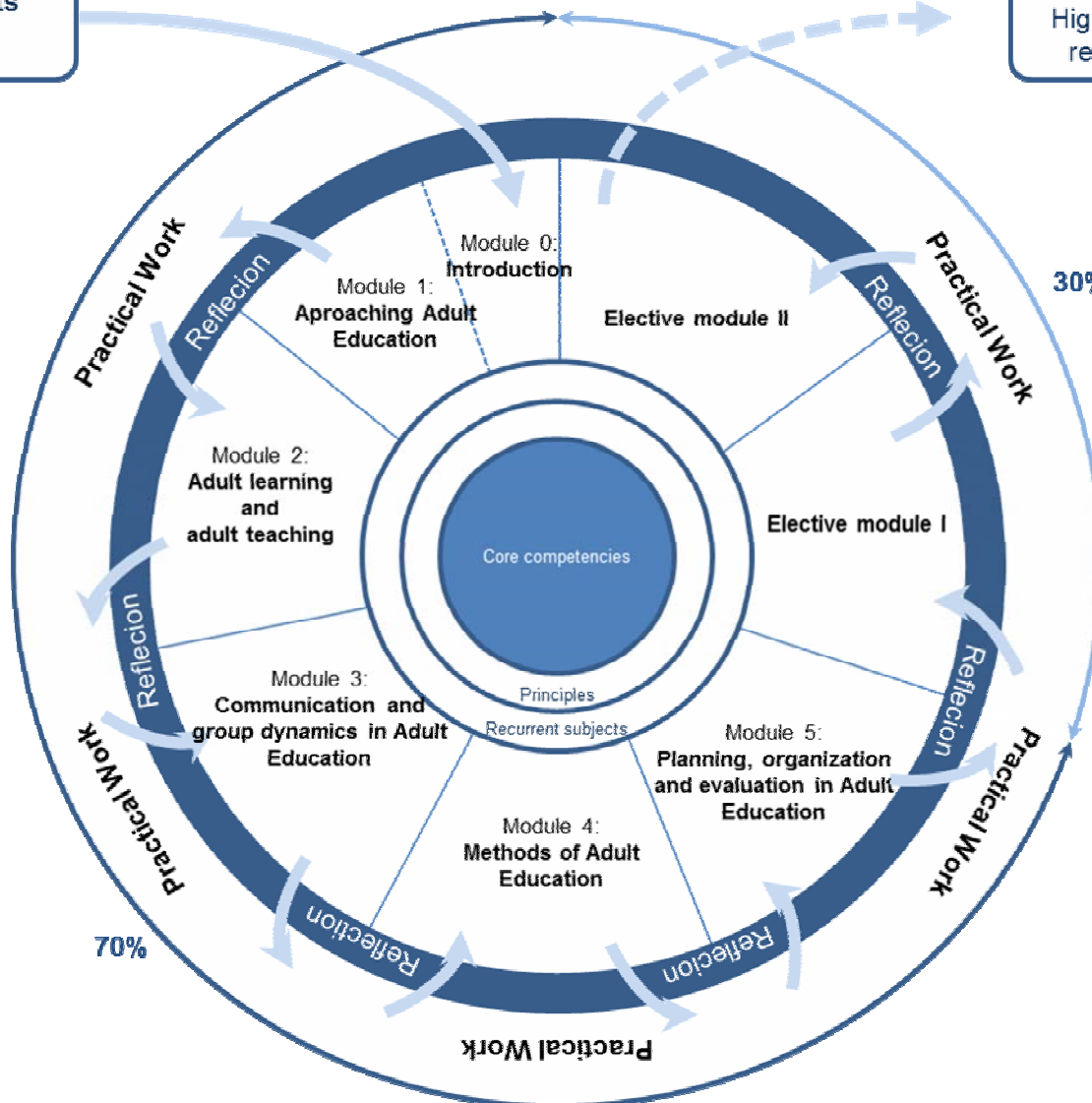
- Modularised curriculum
- Competence orientation
- Flexibility concerning implementation and PLA
- Allow adaptation to the local needs
- Commitment to adult learning principles





Admission requirements  
Practical experience

Possible follow-up:  
Higher education, programme-  
related work, management







## *Curriculum GlobALE*

---

- Module 0: Introduction
- Module 1: Approaching adult education
- Module 2: Adult learning and adult teaching
- Module 3: Communication and group dynamics in adult education
- Module 4: Methods of adult education
- Module 5: Planning, organisation and evaluation in adult education



EUROPEAN ASSOCIATION  
THE EDUCATION OF ADULTS

# Curriculum globALE – Detailed Time- frame

Name of Module	Main content (headers)	Workload	ECTS
Preliminary training experience		25 hours	(1) <sup>19</sup>
Module 0: Introduction	<ul style="list-style-type: none"> <li>Information on Curriculum globALE</li> <li>Information on the training</li> <li>Information on training provider</li> <li>Information on and expectations of participants</li> <li>globALE expectations towards the participants</li> <li>Building relationships</li> </ul>	Not specified	No credit points assigned
Module 1: Approaching Adult Education	<ul style="list-style-type: none"> <li>Understanding variety and diversity of Adult Education</li> <li>Adult education in the national and global context</li> <li>Adult education as a profession and the role of an adult educator in the sense of the Curriculum globALE</li> </ul>	32 instruction hours (≈4 days) 32 hours of individual study	2
Practical application and exercises			(up to 3) <sup>19</sup>
Module 2: Adult learning and adult teaching	<ul style="list-style-type: none"> <li>Learning theories and reasons:</li> <li>Didactic activity in Adult Education</li> <li>Knowledge forms</li> <li>Adult learning</li> <li>Education motivation</li> </ul>	24 instruction hours (≈3 days) 36 hours of individual study	2
Practical application and exercises			(up to 3) <sup>19</sup>
Module 3: Communication and group dynamics in Adult Education	<ul style="list-style-type: none"> <li>Communication in Adult Education</li> <li>Group dynamics in Adult Education</li> </ul>	32 instruction hours (≈4 days) 32 hours of individual study	2
Practical application and exercises			(up to 3) <sup>19</sup>
Module 4: Methods of Adult Education	<ul style="list-style-type: none"> <li>Integrating methods in instruction</li> <li>Overview of methods</li> </ul>	25 instruction hours (≈3 days) Participants prepare, teach and reflect on at least 3 lessons of their own	1
Practical application and exercises 100 hours			4
Module 5: Planning, organisation and evaluation in Adult Education	<ul style="list-style-type: none"> <li>Phases of the professional cycle of activity of an adult educator</li> <li>Needs assessment</li> <li>Planning</li> <li>Organisation</li> <li>Evaluation</li> <li>Ensuring quality</li> </ul>	32 instruction hours (≈4 days) 45 hours of individual study	3
Practical application and exercises			(up to 3) <sup>19</sup>
Final Assessment (training concept and practical application)			
Mandatory modules		145 instruction hours 145 hours of individual study 290 hours in total	10 ECTS
Elective module(s)		200 hours practical application	8 ECTS
		120 instructional hours or hours of self-study	5 ECTS
		50 hours of practical application	2 ECTS
Total:		660 hours	25 ECTS



1 – max 2 years





## *Structure of modules*

- Competencie(s)
- Recurrent subjects
- Topics
- Literature
- Notes on implementation
- Practical application and reflection
- Recommended scope





## Flexibility and adjustability

---

- 30% of CG (Curriculum GlobALE) is variable part
- It is possible to combine it with 1, 2 or more additional, elective modules
- The dynamic of implementation can differ
- The order of the modules can differ
- It is possible to combine it with the existing systems of training of professionals (via PLA etc...)



## Flexibility and adjustability

---

**The variability and design freedom can refer to:**

- Regional-geographic aspects- locally specific needs
- Target group-specific aspects
- Topic area and subject-specific aspects
- Specific tasks in adult education
- Situation-specific aspects
- Regulation-specific aspects



# Implementation tool

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



## *Where to find it:*

---

**[http://dvv-international.de/files/curriculum\\_globale\\_eng\\_final\\_190313.pdf](http://dvv-international.de/files/curriculum_globale_eng_final_190313.pdf)**

(The versions in other languages available soon...)



EUROPEAN ASSOCIATION FOR  
THE EDUCATION OF ADULTS



---

# Thank you!

# Hvala!

Dr Katarina Popovic: [kpopovic@f.bg.ac.rs](mailto:kpopovic@f.bg.ac.rs) [aes@sbb.rs](mailto:aes@sbb.rs)

