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## **Guidelines for Trainers**

### **Module 1: Approaching Adult Education**



Deutsches Institut für  
Erwachsenenbildung  
Leibniz-Zentrum für  
Lebenslanges Lernen

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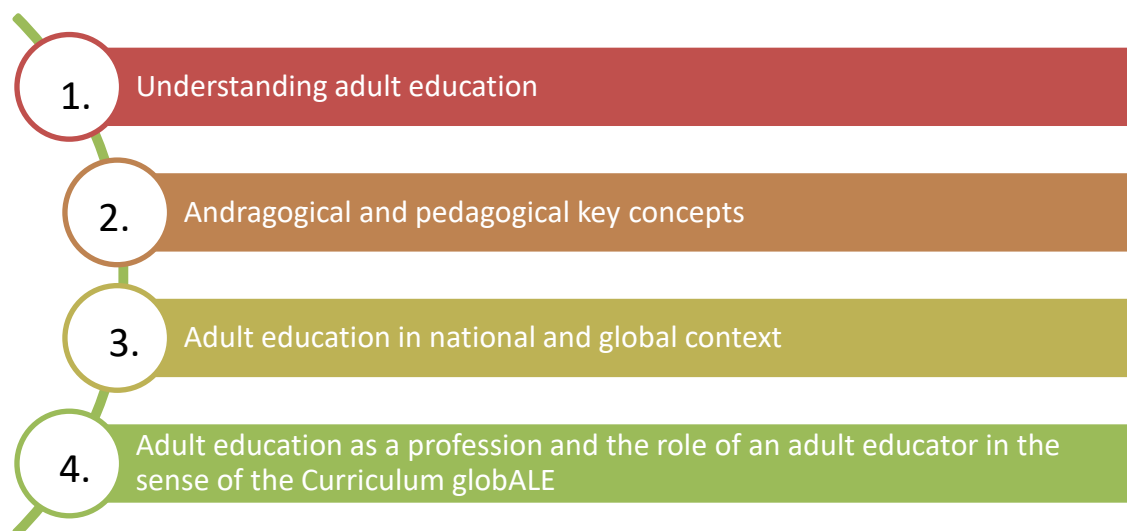
## Introduction

This Handbook is intended for the practical use of adult education practitioners (trainers, educators, instructors, etc.). Its main purpose is to help educators to address the pillars of adult education and learning, importance of adult education for social and personal growth as well as didactical and methodical solutions for the contents described in the Module 1 of the Curriculum globALE titled: Approaching adult education.

Understanding adult education and its diversity in terms of forms and implementation, the functions of adult education as well as the importance of adult education for societal, economic and personal development and growth, are one of the most important things that adult educators should know when working with adults. This Module is providing overall perspective of pedagogical and andragogical educational concepts, as well as the difference between adult and children paths of teaching and learning. Throughout the contents from the Module, participants will understand the basic terminology in educational work with adult learners (competences, learning goals, learning outcomes, qualifications, occupations, etc.) and the international adult education policy described in European and international documents of referent organizations (UNESCO, OSCE, EC, etc.), global challenges that adult education and contemporary societies are facing in the XXI century and the national context of adult education. Contents are addressing the variety of occupations and professions which involve active work in the field of adult education, as well as the competences that adult education professionals possess. After getting familiar with previously stated, learners should be able to understand and reflect on their own role in adult education system.

The Handbook contains four main chapters, which are compatible with topics of the first module of the Curriculum globALE, presented in the following Table.

### Graph n. 1: Content of the Handbook



Within every topic, there is a content-methodical structure of the topic:

- short thematic description, with goals and outcomes;
- sub-topics with short theoretical inputs and didactic-methodic suggestions and ideas (example of the scenario for realization of the sub-topic or examples of assignments);
- Suggestions for exam ideas and questions and suggestions for the individual work.

This Handbook represents andragogic-didactic support for the implementation of the first module of the Curriculum globALE, as follows:

- Offers theoretical basics of each topic, as sort of the “road map” for the implementation of its content for trainers;
- Proposes didactical solutions and models of implementation of some sub-topics;
- Gives numerous instructions and advices for trainers, in regard to selection of methods of work, time dedicated for certain topic, creation of exam questions, instructing learners on how to do the individual work, using additional literature, etc.

### **Minimal requirements for the training for Module 1: Approaching adult education**

1. Trainees reflect on their **own views of humanity, of adulthood and adults**, and of education and learning and they reflect on how these concepts are viewed in their own society/culture/country in general.
2. Trainees are introduced to **pedagogical theoretical key concepts** (learning, education, socialization, knowledge, competence, skills, and qualification) and relate these to their own ALE context.
3. Trainees are introduced to the **structure and key features of adult education in their country**: the main (types of) providers; responsible ministries; funding and governance structures; learning needs of the population; participation patterns. International comparative data and information is introduced as appropriate so that trainees become more aware of their own country’s specificities regarding ALE and of possible alternatives.
4. Trainees analyze and critically engage with **current educational policy** aims, objectives and developments in their country relating to adult learning/lifelong learning. They relate these developments to their own ALE context.
5. Trainees are introduced to and gain a broad **overview of international/global educational policy developments** (e.g. promoted by EU, OECD, UNESCO) which provide the background to their national developments. They discuss how these international developments impact on their own context.
6. Trainees reflect on (different sets of) **values** that are **associated with adult learning teaching**. They reflect on their own professional value system, on their **own role as teacher/trainer of adults** and on the possibilities and limitations which this role involves.

## TOPIC 1: UNDERSTANDING VARIETY AND DIVERSITY OF ADULT EDUCATION

First Topic is addressing the wider area of adult education which can be observed from different angles and in different contexts. It has several specific sub-topics which are focused on different elements of the main Topic and are presented in the Table 2 of the Handbook with descriptions of learning goals and learning outcomes. Educators have the freedom to decide the timeframe for realization of every sub-topic, as well as the order of the sub-topics, according to the characteristics and the previous knowledge and experience of the learning group. Optimal time for implementation of this topic is 1 day.

Main purpose of this Topic is to understand the adult education as an integral educational sub-system in the society and its diversity in the terms of forms and implementation, as well as its importance for the societal, economic and personal development.

**Table 1:** Sub-topics, learning goals and learning outcomes for the implementation of the topic: **UNDERSTANDING VARIETY AND DIVERSITY OF ADULT EDUCATION**

<p><i>Learning goal of the topic implementation:</i> Understanding adult education and its diversity in terms of forms and implementation, understanding the functions of adult education as well as the importance of adult education for societal, economic and personal development and growth.</p> <p><i>General learning outcome:</i> After implementation of this topic, learners know the diversity and variety of forms of adult education and learning, understand basic functions of adult education and the importance of active participation in adult education.</p>		
Sub-topics	Goal	Outcome
1. <b>What is adult education?</b>	Introduction to the notion “adult education” and “andragogy”, their historical roots and importance, as well as factors that influence adult education.	Learners will know and make distinction between the terms “adult education” and “andragogy”, they will understand historical roots and factors that influence adult education.
2. <b>Significance and functions of adult education and learning</b>	Understanding the significance and main functions of adult education and learning	Learners will know and understand the significance of adult education and learning as well as the main functions: social, economic and personal.
3. <b>Active participation in adult education in context of lifelong learning</b>	Introducing the significance of the active participation in adult education as a part of the lifelong learning process.	Learners will know and accept the notion of Lifelong learning as a concept and the significance of active participation in adult education.

## **1.1 What is adult education?**

The notion of adult education is not a new and modern educational construct, but is significant historical and civilizational phenomenon. History and roots of adult education can be even found in the period of ancient Greece, where eminent philosophers stipulate the importance of learning throughout life (Socrates, Aristotle, Heraclites, Seneca) and developed later by the social-utopists (Komensky, Krupska, etc.). Adult education has obtaining its progress in the transfer from XVIII to the XIX century with the occurrence of industrial revolution where the need for highly qualified workers was more than necessary. Here was founded the institutional base for adult education with the emergence of Mechanics' Institutes, Workers' colleges and educational associations, University extensions, Boarding schools for adult instruction, correspondence education, and Civics' universities.

Adult education will soon become one of the most significant instruments for societal emancipation and progress, as answer to newly originated life circumstances in the contemporary knowledge-based societies. It well known that today adult education is seen as significant civilization acquisition with wide goals and assignments, that is among highest national priorities.

Despite all diverse function that adult education has in different countries around Europe and the world, it can be observed as scientifically conceived activity oriented towards satisfying variety of educational needs. This kind of understanding of adult education, makes its areas and contents reacher and broader in the context of technological and civilizational progress and the new human roles and challenges in the contemporary societal conditions.

### ***Scientific Foundation of Andragogy***

Development of the term "andragogy" was introduced by Alexander Kapp (1833) a German high school teacher. He asserted andragogy as education at the man's age including self-reflection, and educating the character are the first values in human life. Patterns in andragogy encompassed the inner, subjective personality, and outer, objective competencies, that learning happens not only through teachers, but also through self-reflection and life experience, which makes it more than teaching adults. Eduard Lindeman (1926) brought andragogy to the USA from the Workers Education Movement in Germany. He laid the earliest groundwork in the USA for a major practical application of andragogy as the method for teaching adults. Although the term lay fallow for many years, Malcolm Knowles (1970) helped establish the foundation for it in the USA. Knowles (1995) provided the most articulate expression and most complete understanding of andragogy from the American perspective. The structure of the theory is comprised of two conceptual foundations: The learning theory and the design theory.

The learning theory is based upon adult and their desire to become and/or to express themselves as capable human beings and has six components: (a) Adults need to know a reason that makes sense to them, for whatever they need to learn, (b) They have a deep need to be self-directing and take responsibility for themselves, (c) Adults enter a learning activity with a quality and volume of experience that is as resource for their own and others' learning, (d) They are ready to learn when they experience a need to know, or be able to do, something to perform more effectively in some aspect of their life, (e)

Adults' orientation to learning is around life situations that are task, issue-or problem centered, for which they seek solutions, (f)Adults are motivated much more internally than externally<sup>1</sup>.

D. Savicevic (1991) provided a critical consideration of andragogical concepts in ten European Countries -five western (German, French, Dutch, British, Finnish), and five eastern (Soviet, Czech Slovak, Polish, Hungarian, Yugoslav). This comparison showed common roots but results in five varying schools of thought: (1) Whether andragogy is parallel to or subsumed under pedagogy in the general science of education; (2) Whether agology (instead of andragogy) is understood as a sort of integrative science which not only studied the process of education and learning but also other forms of guidance and orientation; (3) whether andragogy prescribes how teachers and students should behave in educational and learning situations; (4) the possibility of founding andragogy as a science is refuted; and, (5) that endeavours have been made to found andragogy as a fairly independent scientific discipline. Moreover, he clearly aligned himself with the fifth school of thought in that the kind of research he was conducting aims toward establishing the origin and development of andragogy as a discipline, the subject of which is the study of education and learning of adults in all its forms of expression.

It has been suggested by Savicevic (1999b) that andragogy is defined as a scientific discipline, which deals with problems relating to human resources development and Adult Education and learning in all of its manifestations and expressions, whether formal or informal, organized or self-guided, with its scope of research covering the greater part of a person's life. It is linked with advancing culture and performing: professional roles and tasks, family responsibilities, social or community functions, and leisure time use. All of these areas are part of the working domain of the practice of human resources development and Adult Education. It could be said that a clear connection is established from the research to practice of andragogy, with andragogy being the art and science of helping adults to learn and the study of human resources development and Adult Education theory, processes, and technology relating to that end.

### ***Factors that influence adult education***

In contemporary knowledge based society, individuals are placed in a position to constantly learning and upgrading their knowledge, skills and attitudes, which emphasizes the significance of adult education and learning. From this perspective, there are three global factors that influence adult education: demographic, social and technological factor.

**Demographic factor** has its direct influence towards the extent, forms and contents in adult education. Increased percentage of adult and elderly population in overall population statistics isn't just characteristic of developed countries, but for the countries in development as well. In Europe for example, according to contemporary researches in the area of demography, live 80% adult population, while the population with less than 16 years is present with only 20%. That is evidence that adult

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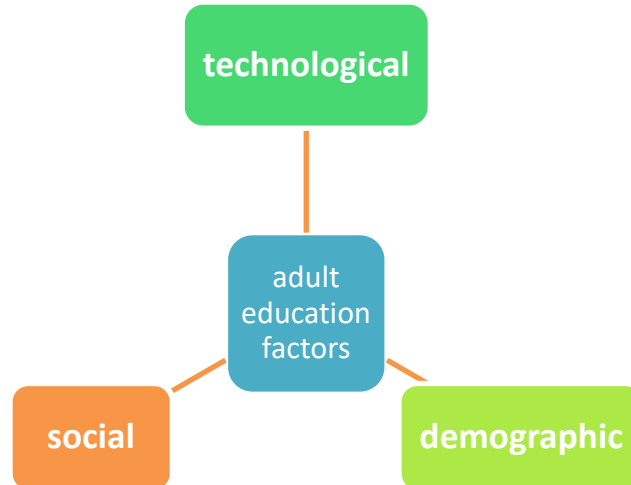
<sup>1</sup> Henschke, J. A. "Beginnings of the History and Philosophy of Andragogy 1833-2000." In *Integrating Adult Learning and Technology for Effective Education: Strategic Approaches*. Wang, V., [Ed]. IGI Global, Hershey, PA, December, 2009.



education has enormous power for improving educational competences of people and the quality of life, increasing their work productivity and competitiveness and mobility on the labour market.

**Social factor.** Contemporary society as a complex and dynamic social system characterized with number of contrarities which significantly reflect on development of adult education. We are facing social phenomenons as: social and economic inequity, increasing number of migrants, different role and position of women in the society, increasing unemployability, etc. One of the main characteristics of the modern societies is to ensure that everybody has equal right to education. That is the only way to avoid and nivelate class and social differences, support integration on marginalized and vulnerable groups and decrease rate of unempolyability.

**Technological factor** presented with rapid changes in science, technique and technology which demand constant upgrading the old and obtaining new competences. It is considered that only well educated workforce can adapt to the new technologies and the challenges that they bring, at the same time sustaining and improving their productivity. All of the above can be achieve throughout well organized and contemporary adult education and training.



**Suggestion for the implementation of this sub-topic:**

Sub-topic	What is adult education?
<b>Goal</b>	Introduction to the notion “adult education” and “andragogy”, their historical roots and importance, as well as factors that influence adult education.
<b>Methods and techniques</b>	Lecture, discussions, group work, moderation and presentations
<b>Time-frame</b>	60 min
<b>Resources required</b>	Flipchart, moderation cards, crayons, beamer
<b>Didactic material required</b>	Power Point presentation
<b>Procedure</b>	1. Step: Lecture. Teacher, based on prepared presentation, elaborates the terms “adult education” and “andragogy” stipulating the difference between the two. Then shortly

	<p>poses the three factors that influence on adult education and learning: demographic, social and technological.</p> <ol style="list-style-type: none"> <li>2. Step: Moderation and discussion. Teacher forms three groups which are given the assignment to write most appropriate examples of practical implementations of forms of learning in the area of the three factors: demographic, social and technological. Each group is given one of the factors to write examples of.</li> <li>3. Step: Presentations of group work. Each group presents their results in front of others with help moderation of the teacher.</li> </ol>
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***Didactic suggestions***

This learning sub-topic could be implemented in other ways, such as:

- Work in pair (which enhances exchange of ideas and experiences of learners);
- Textual and document analysis of different definitions and aspects of adult education...

## 1.2 Significance and functions of adult education and learning

In contemporary knowledge-based society, which is complex and dynamic social system, low educational level of population is crucial problem which inhibits its development and progress, which is reflected on the personal development of individuals. This is the reason why in andragogical literature we can encounter opinions that societal development is complementary conditioned by the level of education of its population, i.e. as much higher level of education, as developed society is in every sense (economic, social, educational, etc.).

Observing the problem with education in general and literacy of the population in the world, final UNESCO report from 2006 *Education for all: Literacy for life*<sup>2</sup>, we can conclude that educational level of adults is influencing towards societal and human development in four categories: individual, political, cultural and social.

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<sup>2</sup> More about UNESCO report on <http://www.unesco.org/new/en/unesco/resources/publications/unesdoc-database/>

**Individual development** – individual benefits from education are connected with increasing of the empowerment of people<sup>3</sup>, their emancipation, as well as developing critical thinking. These individual benefits from education are representing basis for improving adult’s life from health aspect, planning of family, increased political and civic participation, etc.

**Table n. 2: The four pillars of learning according to UNESCO<sup>4</sup>**



**Learning to know** - to provide the cognitive tools required to better comprehend the world and its complexities, and to provide an appropriate and adequate foundation for future learning.



**Learning to be** - to provide self analytical and social skills to enable individuals to develop to their fullest potential psychosocially, affectively as well as physically, for a all-round ‘complete person.



**Learning to do** - to provide the skills that would enable individuals to effectively participate in the global economy and society.



**Learning to live together:** to expose individuals to the values implicit within human rights, democratic principles, intercultural understanding and respect and peace at all levels of society and human relationships to enable individuals and societies to live in peace and harmony.

**Social development** – Increased level of education among adults has positive influence for achieving number of human abilities, such as: taking care of their own health, control over reproductivity, learning through life, raising healthy children, more educated children, etc. Therefore it can be concluded that adult education has enormous social benefits manifested throughout increasing the life span of adults, decreasing mortality among children, improving health condition among children and adults, etc.

**Economic development.** Despite contradictory opinions about relation between educational level of people and economic development of the societies, we can agree that today’s economy is more based on knowledge, than on physical capital of people and natural resources. As much as the level of education is higher, that many the chances for economic growth are higher. In addition, the best indicator for economic growth of one society is the level of education of its population, which is manifested through examples of highly developed countries which have practically no illiterate population.

<sup>3</sup> There are many extensive research that witness for the positive influence that education has for empowerment of people (for example literacy programs in Brazil, India, Nigeria, USA, etc).

<sup>4</sup> Table contents are transcribed from UNESCO, (2006), *Education for all: Literacy for life, Global monitoring report 2006*, Paris: Unesco publishing.

In context of all the above stated, it can be concluded that adult education as reflection on the overall societal, economic, cultural, political, ethic and psychological influences and changes has several basic assignments or functions. But, unfortunately, contemporary theoreticians aren't concordant with classification of basic functions of adult education and their operationalization, because this problem often represents also ideological and value connotation.

Russian andragogues (Onushkin and Ogarev, 1995), are pointing out to three basic functions of adult education and learning:

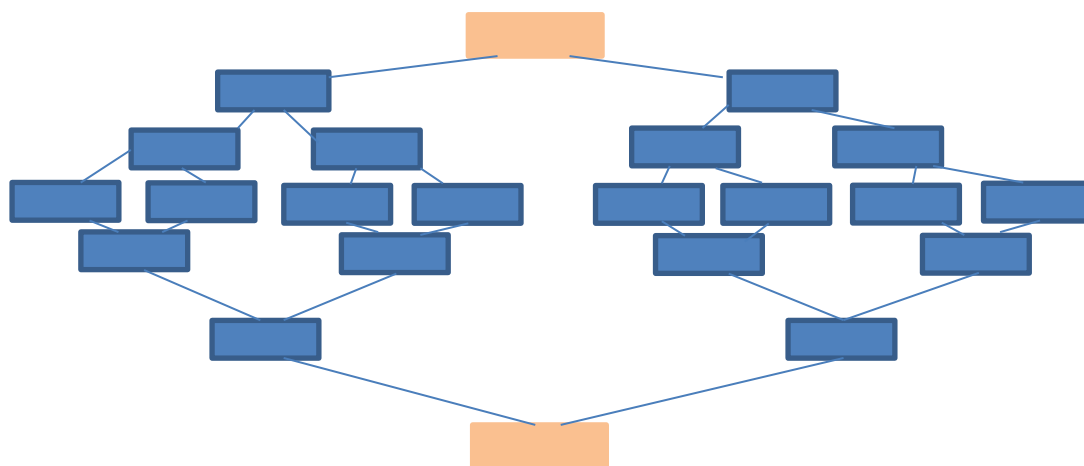
- **Compensatory** – which is fulfilling previously unsatisfied educational needs and possibilities. This function usually comprises attempts to eradicate illiteracy among population, or some educational gaps in primary education, creating adults which will be functional in the society.
- **Adaptive** – which presuppose adapting to rapid changes of technology and demands of the society and labour market. This function refers to upgrading existing competences of people or obtaining new ones according to the posed demands.
- **Developing** – which has a goal to enrich existing personal and professional characteristics and abilities of individuals.<sup>5</sup>

**Suggestion for the implementation of this sub-topic:**

Sub-topic	Significance and functions of adult education and learning
<b>Goal</b>	Understanding the significance of adult education (individual, social and economic) and main functions of adult education and learning: compensatory, adaptive and developing.
<b>Methods and techniques</b>	Lecture, discussions, technique "prism"
<b>Time-frame</b>	90 min
<b>Resources required</b>	Beamer, notebooks, pens.
<b>Didactic material required</b>	Power Point presentations
<b>Procedure</b>	<ol style="list-style-type: none"> <li>1. Step: Lecture. Teacher will prepare presentation and elaborate the main functions of adult education and training and the significance of adult education in personal, social and economic sense.</li> <li>2. Step: Instructions for the technique "prism". Teacher gives one word which should be than described with two associated words. The two associated words should then be divided in to two more associated words, and so on until 4 divisions of the words. Then, learners should synthesize the divided words into new words, until finally they get one last word. Then, learners will have half an hour assignment to write an essay connecting the two main words (the first and the last).</li> <li>3. Step: Volunteers will read their essays in front of the others.</li> </ol>

<sup>5</sup> Kulic, R., Despotovic, M, D. (2008), *Introduction to andragogy*, DVV International: Skopje.

Graph n.2: Picture of what technique “prism” looks like



#### ***Didactic suggestions***

This learning sub-topic could be implemented in other ways, such as:

- Work in group (about different factors that influence adult education);
- Writing an essay about significance on adult education.

### **1.3 Active participation in adult education in context of lifelong learning**

Educational systems in the most of the countries round the world are characterized with slow adaptation towards rapid society development in all of its spheres. Adult education and training is observed as an instrument for solving the demands of flexible education which can immediately respond to the demands of knowledge-based society and dynamic labour market needs, as a part from the overall platform of lifelong learning.

Knowledge, skills and attitudes that individuals learn as children in the families, schools, through training and even universities don't last forever. Firm integration of learning in adult individual's life is very

important aspect for making the lifelong learning concept a reality, because lifelong learning represents infinite continuum which lasts “from cradle to grave” and which should result with enabling individuals to learn and build positive attitude towards learning in general.

Conclusions from Lisbon convention confirmed that successful transition towards economy and society based on knowledge must include lifelong learning. Therefore, educational and training systems are the core where the changes should begin in terms of transformation. Lifelong learning must become guiding principal in educational and training systems which encompass all types of educational provision (formal, non-formal and informal) which can be obtained in different context throughout life.

Although lifelong learning is seen as one of the instruments together with adult education to fight economic crisis, it represents also an ideology which should be nourished from early childhood ages all the way through adulthood.

Upgrading individual’s competences is also crucial for equity, since the low skilled are more vulnerable in the labour market and can be hit first by the crisis. Upgrading skills and competences in the lifelong learning concept is not just a luxury for the highly qualified in high-tech jobs, it is a necessity for all. Low-qualified adults are seven times less likely to participate in lifelong learning than those with high educational attainment. The education, training and employment policies must focus on increasing and adapting skills and providing better learning opportunities at all levels, to develop people and workforce that is high skilled and responsive to the needs of the economy.

**Suggestion for the implementation of this sub-topic:**

Sub-topic	Active participation in adult education in context of lifelong learning
<b>Goal</b>	Introducing the significance of the active participation in adult education as a part of the lifelong learning process.
<b>Methods and techniques</b>	Lecture, discussions, individual work and moderation
<b>Time-frame</b>	60 min
<b>Resources required</b>	Beamer, crayons, notebooks or white paper
<b>Didactic material required</b>	Power Point presentation
<b>Procedure</b>	<ol style="list-style-type: none"> <li>1. Step: Lecture. Teacher, based on prepared presentation, elaborates benefits from active participation in forms of adult education for the individual and for the society in global.</li> <li>2. Step: Teacher gives to the learners prepared material (text) about the benefits from adult education and participation in lifelong learning processes. Than asks them to read carefully the material underlining in three columns: what they know, what they want to know and what they’ve learned at the end.</li> <li>3. Step: Presentations of individual work. Discussions within the group with moderation from the teacher.</li> </ol>

### ***Didactic suggestions***

This learning sub-topic could be implemented in other ways, such as:

- Work in pair (which enhances exchange of ideas and experiences of learners);
- Jigsaw technique with involvement of all learners divided into groups.

- Because of the nature and contents of this topic which are more theoretical it gives us an opportunity for testing learners as “reflective practitioners” providing an opportunity to formulate assignments for the individual learning.
- Assignment: analysis of referent literature about adult education and its relevance for individuals and the society
- Assignment: Writing overall essay about this Topic, previously consulting with the teacher about the literature.

Suggestions for evaluation of the Topic and individual work



## TOPIC 2: ANDRAGOGICAL AND PEDAGOGICAL KEY CONCEPTS

The topic “Andragogical and pedagogical key concept” is addressing the difference between learning and teaching processes of adults and children, as separate concepts. It has several specific sub-topics which are focused on different elements of the main Topic and are presented in the Table 3 of the Handbook with descriptions of learning goals and learning outcomes. Educators have the freedom to decide the timeframe for realization of every sub-topic, as well as the order of the sub-topics, according to the characteristics and the previous knowledge and experience of the learning group. Optimal time for implementation of this topic is 1 (one) day.

**Table 3:** Sub-topics, learning goals and learning outcomes for the implementation of the topic: **ANDRAGOGICAL AND PEDAGOGICAL THEORETICAL KEY CONCEPTS**

<p><i>Learning goal of the topic implementation:</i> Understanding the difference between pedagogical and andragogical educational concepts, as well as understanding the difference between adult and children paths of teaching and learning. Getting to know with basic educational terminology.</p> <p><i>General learning outcome:</i> After implementation of this topic, learners know the difference between pedagogical and andragogical educational concepts, are capable of using adult learning characteristics in practical educational work and are capable of using basic educational terminology in everyday teaching activities.</p>		
Sub-topics	Goal	Outcome
<b>1. Learning versus education</b>	Understanding the concepts “learning” and “education”, as well as the differences between them.	Learners understand the concepts of learning and education and are capable to make distinction between them.
<b>2. Differences between teaching children and adults</b>	Understanding the paths in which adults and children learn and getting familiar with the differences.	Learners understand the paths in which adults learn and are capable of using them in their practical educational work.
<b>3. Key features of basic educational terminology</b>	Understanding the basic terminology in educational work with adult learners (competences, learning goals, learning outcomes, qualifications, occupations, etc.)	Learners understand basic educational terminology and are capable of use it in everyday educational activities.



## 2.1. Learning versus education

*“The only thing that interferes with my learning is my education” – Albert Einstein*

In order to survive in life and work in today's world of rapid change we have to learn constantly. Analysing McClasky that “every change demands constant learning” (Mc Clasky, 1974, p.18), we can add that every learning is causing certain change which leads us to the conclusion that learning and change are inter correlated in a magical circle (cirkulus viciosus).

It seems that the term “learning” hasn't been more used than today. That relies on the fact that sciences have advanced so much that deposits of information (data, facts, evidence, hypothesis, theories) are a threat to the existence of the sciences. There is no doubt that every generation knows much more from the previous one. However, knowledge is only valuable as we can use it in everyday life, but still knowledge's value is relative because it depends on the individual abilities and possibilities to obtain, govern and in certain circumstances use it.

Learning is fundamental human phenomenon. People constantly learn, although they are not always aware of that. In everyday language, the term “learning” has at least two meanings. When we mention learning, we usually think of some kind of change, knowledge, but also behaviour. Still, the thing that we almost always associate learning with is more or less permanent changes that happen from our own activity, action, thinking or/and feeling.

In a broader sense, **learning** can be defined as an *activity that leads to change*. Healthy human beings, no matter of their age, have the tendency to learn, because it's the only way for survival and development.

In andragogy, pedagogy, psychology there isn't consensus about definition of learning. In attempt to freely define it, we can say that *it represents every conscious, intentional activity which goal is to obtain certain knowledge, skills and attitudes*.

In history of education, learning is always seen through the prism of teaching and schooling, which is characteristic for traditional pedagogy. Of course, this perspective is too narrow and old. The notion of learning isn't all about obtaining knowledge, but to form human personality. Education is formally structured and hierarchically ordered process led by teacher/educator, which leads to obtaining diploma/certificate after completion, as a proof for obtained competences throughout educational process.

Education is narrower term than learning, because not every learning is education, while every education presupposes learning. Learning as a broader term that encompasses formal education, non-formal education and informal learning, while education is characteristic only for the formal, and some forms of non-formal learning.

Evaluation and recognition of prior learning which is obtained out of the formal system is of great importance for adult education. It gives value to the skills and competences of adults, helping them to become active citizens, competitive on the labour market, with well-established personal and social competences.

## ***Formal education, non-formal education and informal learning***

### **Formal education**

The term formal education represents “hierarchically structured and chronologically ordered system of education institutions, starting from elementary education, all the way through university”. (Savicevic, 2003, p.233) Formal education system includes different levels of education after finishing initial university level, as: master, doctoral, post-doctoral, specialization studies, etc.

Famous American andragogue S. Brookfield, as a synonym for formal education, uses the term “learning in formal circumstances” (Brookfield, 1986, p.166), which is mainly carried out by governance from teacher, educator, trainer. In French educational literature, formal education is seen as “educational activity in framework of schools” (Legendre, 1993, p.28).

Formal education nowadays is criticized a lot for its rigidity, teacher-student relation, passive role of the student in the learning process, not respecting student’s needs and abilities, etc. Therefore lots of efforts are made for contemporarization of formal education by using active learning methods and techniques, as well as including ICT in the teaching process.

### **Non-formal education**

Non-formal education has becoming the most spread out form of learning and education which is solving the problems with the firmly posed and rigid formal education and the flexibility. It is defined as “less structured educational activity usually oriented towards obtaining skills, flexible in the timeframe and oriented towards achieving learning goals” (Radclife and Colletta, 1989, p.58). Different terms are used in andragogic literature to describe non-formal education, like: non-conventional education, non-traditional education, out-of-school education, training, etc.

Contemporary andragogic theoreticians consider non-formal education as an organized and systematic educational activity towards enabling adults for work, social activities and individual growth. Non-formal education assignments are direct and utilitarian, unlike formal education, because they emanate from individual learning needs of people. This type of education is characterized by using different teaching methods and techniques which are mostly innovative and in most case use andragogic approach (oriented towards the subject and process of learning), unlike pedagogical approach (oriented towards content of learning).

### **Informal learning**

Informal learning has a crucial part and role in the knowledge based society. It represents every non-planned, accidental and non-organized learning by which individuals obtain knowledge, skills and attitudes throughout experiential learning in everyday life. In andragogical literature, informal learning is usually defined as “lifelong process in which individuals obtain attitudes, skills and knowledge from every day experience and educational influence from individual’s surroundings” (Radclife and Colletta, 1989, p.60). This type of learning is encountered also as spontaneous learning, accidental learning, casual learning, etc. emphasising the non-planned situation and circumstantial aspect of learning.

### Suggestion for the implementation of this sub-topic:

Sub-topic	Learning versus education
Goal	Understanding the concepts “learning” and “education”, as well as the differences between them, as well as all forms of education and learning
Methods and techniques	Lecture, discussions, group work, moderation and presentations
Time-frame	90 min
Resources required	Flipchart, moderation cards, crayons, beamer
Didactic material required	Power Point presentation
Procedure	<ol style="list-style-type: none"><li>1. Step: Lecture. Teacher, based on prepared presentation, elaborates the concepts “learning” and “education”, as well as the differences between them, as well as all forms of education and learning</li><li>2. Step: Teacher divides the group into three smaller groups. Each group should write positive and negative sides for one of the types of education and learning: formal, non-formal and informal, as well as three examples for each of them.</li><li>3. Step: Presentations of group work. Each group presents their results in front of others with help moderation of the teacher.</li></ol>

#### ***Didactic suggestions***

This learning sub-topic could be implemented in other ways, such as:

- Work in pair (which enhances exchange of ideas and experiences of learners);
- Textual and document analysis of different definitions and aspects of learning and education...

## **2.2. Differences between teaching children and adults**

New demands posed by contemporary societies dictate changes in the paths of learning and teaching. Educational process can no longer be based on old methods and techniques of learning and teaching which are not characteristic for the “modern humans”. We are facing the need for inclusion of digital media and tools in the teaching process “digitalization of teaching”, as well as favouring distance

learning, web conferencing, webinars and other forms of teaching and learning that accent teacher absence and focus on student activity and self-directed learning.

Regarding the differences between teaching and learning among children and adults, it is well known that adult education is different from education of children. That is why teaching adults cannot be reduced on the same methods, techniques and principles like teaching children. Psychological, social and learning characteristics of adults, should be the basis on what educator should be focused on when selecting appropriate learning method and/or technique.

Interactive education which is core of adult education process is representing didactic modelling of the education process where interaction between student-educator and student-student is dominant enabling the process of learning to be active construction of competence for adult students. This kind of teaching demands high educational and didactical competences of adult educators with special emphasize on group dynamics and methodic.

When creating classification of the learning methods and techniques there are different criteria that are taken into account that is why it almost impossible to make a detail review of the rich diapason of adult learning forms, methods and techniques. But still there are some things that adult educators should have in mind: methods should be appropriate to the learning content, student's learning characteristics and the values that education process promotes. In a broader sense methods and techniques should be correlated with learning objectives and learning outcomes, while in a wider sense they should be focused on realization on the program general and specific goals, i.e. the competences which are described in the education program.

When selecting the appropriate method and/or technique, adult educator should:

- Be certain that he/she selected the appropriate learning method or technique;
- Be able to anticipate the learning outcomes by application certain method/technique;
- Be aware of the need of prior knowledge when applying of some method/technique;
- Have in mind the time, space and materials necessary for implementation of some method/technique;
- Be certain that the method/technique is securing the most efficient and economical realization of learning objective;
- Be aware that there are specific skills and abilities that student should possess in order to realise the learning method/technique;
- Avoid those learning methods/techniques which cause unpleasantness among the students;
- Be eloquent when giving instructions for implementation certain method/technique.

Among educational professionals there is a consensus nowadays about what teaching process should be focused on – developing responsible and independent individuals, capable for critical observation and decision making, responsible for their own learning and career paths, which is in concordance with the principles that adult education is based on.

Andragogy is focused on:

- Learning, not, teaching;
- Active, not passive learning;

- Placing student, not teacher in the centre of the learning process;
- Enabling students to take responsibility for their own learning;
- Practical use of information, not theorizing.

While traditional pedagogical approaches in teaching are:

- teacher has the final word;
- teacher is the centre of the learning process;
- students are passive observers;
- students aren't allowed to state their own opinion (because it's not in the book!);
- student's needs and abilities aren't taken into account.

**Suggestion for the implementation of this sub-topic:**

Sub-topic	Differences between teaching children and adults
Goal	Understanding the paths in which adults and children learn and getting familiar with the differences.
Methods and techniques	Lecture, discussions, group work, moderation and presentations
Time-frame	90 min
Resources required	Flipchart, moderation cards, crayons, beamer
Didactic material required	Power Point presentation
Procedure	<ol style="list-style-type: none"> <li>1. Step: Lecture about the paths in which adults and children learn and stating the difference between the two.</li> <li>2. Step: Technique Debate. Teacher poses a problem, for example: Teaching adults has positive impact on the adult success in education. Then teacher divides the group in to two groups: pro and contra. The first group should argumentally defend the thesis, and the other group should opposes it with arguments.</li> <li>3. Step: After debating for a certain period of time, groups can switch roles.</li> <li>4. Conclusions with the help from the teacher.</li> </ol>

***Didactic suggestions***

This learning sub-topic could be implemented in other ways, such as:

- Work in groups (about positive and negative sides of teaching children and adults);

### 2.3. Key features of basic educational terminology

In order successfully realization of the process of teaching and learning, it is necessary to know basic educational terms which belong to pedagogical and andragogical educational terminology, such as: competences, learning goals, learning outcomes, qualification, occupation, etc.

**Learning outcomes** are defined as statements of what a learner knows, understands and is able to do on completion of learning process, which are defined in terms of knowledge, skills and competence.

Learning outcomes provide clear and transparent picture of the competences obtained after accomplishing certain program. They provide transparency, comparison, acknowledgment and transfer of qualifications in different educational institutions on national and international level (credit systems and framework of qualifications) as well as in lifelong learning process.

Standardization of qualifications based on clear propositions for obtaining and evaluation of *learning outcomes* is providing wide opportunities for recognition and evaluation of non-formal and informal learning. This kind of recognition and evaluation of prior and experiential learning obtained through non-formal or informal path is based on special System (methodology) for accreditation and certification of prior learning prepared by the National board of qualifications.

A **learning objective** is a “statement of what students will be able to do when they have completed instruction.”<sup>6</sup>Objectives are:

1. Related to intended outcomes, NOT processes;
2. Specific and measurable, NOT broad and intangible;
3. Concerned with adult students, NOT trainers/educators.

**Learning objectives** generally include:

1. **Performance or behaviour.** What is the learner expected to be able to do or produce? This reflects competencies that will be learned in terms of performance. Performances and behaviors should be overt, observable, and measurable.
2. **Conditions.** How will the competency or knowledge be demonstrated? This may include the specific information the learner should use, or listing the tools, references or aids that will be available to the student in demonstrating accomplishment of the objective.
3. **Criterion or degree.** What specific set of criteria must be met to demonstrate mastery? This signifies a level of performance.

How to write **learning objectives**:

1. Include a definite, measurable verb that signifies a demonstrable learning outcome.
2. Make sure that each objective contains an intended performance/behavior, conditions for demonstrating competence, and a criterion/degree of performance.
3. Strive for higher order thinking (analysis, synthesis and evaluation levels) when applicable. Bloom’s Taxonomy of Writing Learning Objectives.<sup>7</sup>

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<sup>6</sup> Arreola, R. (1998), *Writing learning objectives*, University of Tennessee: Memphis.

Table 4: Taxonomy description common learning verbs

<b>Taxonomy description common learning verbs</b>	
<b>Knowledge</b>	To recall and memorize: arrange, define, describe, examine, recognize, reproduce.
<b>Comprehension</b>	To translate from one form to another: classify, conclude, contrast, differentiate, discover, discuss, explain, infer, predict, relate, represent, summarize.
<b>Application</b>	To apply or use information in a new situation: administer, articulate, assess, compute, construct, demonstrate, develop, establish, examine, illustrate, implement, measure, practice, present, select, solve.
<b>Analysis</b>	To examine a concept and break it down into parts: analyze, appraise, associate, characterize, contrast, determine, diagnose, discriminate, outline, prioritize, research, test.
<b>Synthesis</b>	To reorganize information in a unique or novel way to solve a problem: adapt, assemble, communicate, compile, conduct, create, design, devise, formulate, generalize, integrate, perform, produce, synthesize, theorize, validate.
<b>Evaluation</b>	To make judgments using standards of appraisal argue, assess, compare & contrast, critique, defend, evaluate, interpret, justify, prove, recommend, support, value.

Learning objectives and learning outcomes are two different concepts. **Learning objectives** are focused on what educator should teach the students, and **learning outcomes** are focused on what student have learned at the end of the process of education. Learning objectives are goal oriented, and learning outcomes are result oriented and can be easily evaluated (measured). Basic intention of adult teaching and learning is to change the focus of education from educator and his objectives, to students and their achievements (outcomes).

When defining learning objectives and learning outcomes one should have in mind that learning objectives are usually described with verb nouns (ex. preparing, directing, guiding, etc.) and learning outcomes are described with active verbs (is capable, can conduct, etc.)

**Competences** are defined as the proven ability to use knowledge, skills and personal, social and/or methodological abilities, in work or study situations and in professional and personal development. In the context of the European Qualifications Framework, competence is described in terms of responsibility and autonomy.

According to the definition of the European Commission, **key competences for lifelong learning** are a combination of knowledge, skills and attitudes appropriate to the context. They are particularly necessary for personal fulfilment and development, social inclusion, active citizenship and employment.<sup>8</sup>

<sup>7</sup> Ibid.

<sup>8</sup> Recommendation [2006/962/EC](#) of the European Parliament and of the Council of 18 December 2006 on key competences for lifelong learning [Official Journal L 394 of 30.12.2006].

Key competences are essential in a knowledge society and guarantee more flexibility in the labour force, allowing it to adapt more quickly to constant changes in an increasingly interconnected world. They are also a major factor in innovation, productivity and competitiveness, and they contribute to the motivation and satisfaction of workers and the quality of work.

There are eight key competences with description of the essential knowledge, skills and attitudes related to each of them. These key competences are:

- **communication in the mother tongue**, which is the ability to express and interpret concepts, thoughts, feelings, facts and opinions in both oral and written form (listening, speaking, reading and writing) and to interact linguistically in an appropriate and creative way in a full range of societal and cultural contexts;
- **communication in foreign languages**, which involves, in addition to the main skill dimensions of communication in the mother tongue, mediation and intercultural understanding. The level of proficiency depends on several factors and the capacity for listening, speaking, reading and writing;
- **mathematical competence and basic competences in science and technology**. Mathematical competence is the ability to develop and apply mathematical thinking in order to solve a range of problems in everyday situations, with the emphasis being placed on process, activity and knowledge. Basic competences in science and technology refer to the mastery, use and application of knowledge and methodologies that explain the natural world. These involve an understanding of the changes caused by human activity and the responsibility of each individual as a citizen;
- **digital competence** involves the confident and critical use of information society technology (IST) and thus basic skills in information and communication technology (ICT);
- **learning to learn** is related to learning, the ability to pursue and organise one's own learning, either individually or in groups, in accordance with one's own needs, and awareness of methods and opportunities;
- **social and civic competences**. Social competence refers to personal, interpersonal and intercultural competence and all forms of behaviour that equip individuals to participate in an effective and constructive way in social and working life. It is linked to personal and social well-being. An understanding of codes of conduct and customs in the different environments in which individuals operate is essential. Civic competence, and particularly knowledge of social and political concepts and structures (democracy, justice, equality, citizenship and civil rights), equips individuals to engage in active and democratic participation;
- **sense of initiative and entrepreneurship** is the ability to turn ideas into action. It involves creativity, innovation and risk-taking, as well as the ability to plan and manage projects in order to achieve objectives. The individual is aware of the context of his/her work and is able to seize opportunities that arise. It is the foundation for acquiring more specific skills and knowledge needed by those establishing or contributing to social or commercial activity. This should include awareness of ethical values and promote good governance;
- **cultural awareness and expression**, which involves appreciation of the importance of the creative expression of ideas, experiences and emotions in a range of media (music, performing arts, literature and the visual arts).



These key competences are all interdependent, and the emphasis in each case is on critical thinking, creativity, initiative, problem solving, risk assessment, decision taking and constructive management of feelings.<sup>9</sup>

Key competences are trans curricular and cannot be connected with certain subjects or modules. It is preferable to be integrated in every module/subject.

**Qualification**, according to the European Council recommendations for developing European Qualifications framework, means a formal outcome of an assessment and validation process which is obtained when a competent body determines that an individual has achieved learning outcomes to given standards.

Qualification is a formal term for set of competences at certain level, extent, profile and quality and is proved with diploma, or other form of certificate awarded by authorized institution. The level of qualification represents the complexity and achievement of the obtained competences. It has short description of obtained knowledge, skills and attitudes necessary for executing certain work activity.

Qualification is awarded with diploma when authorized body/institution confirms that individual accomplished all the learning outcomes according to certain standards. Diploma (or other form of certificate) represents formal document that represents the value of learning outcomes on the labor market or/and in education and training.

Qualifications can be obtained throughout formal educational programs, non-formal courses or informal learning. It should satisfy posed criteria for verification of qualifications, to consist measurable learning outcomes, to be a subject for evaluation with assured quality and to lead towards diploma/certificate.

**Suggestion for the implementation of this sub-topic:**

<b>Sub-topic</b>	<b>Key features of basic educational terminology</b>
<b>Goal</b>	Understanding the basic terminology in educational work with adult learners (competences, learning goals, learning outcomes, qualifications, occupations, etc.)
<b>Methods and techniques</b>	Lecture, discussions, group work, moderation and presentations
<b>Time-frame</b>	90 min
<b>Resources required</b>	Flipchart, moderation cards, crayons, beamer
<b>Didactic material required</b>	Power Point presentation
<b>Procedure</b>	<ol style="list-style-type: none"> <li>1. Step: Lecture. Teacher, based on prepared presentation, elaborates basic educational terminology.</li> <li>2. Step: Teacher forms two wider groups which are given the assignment to write learning goals and learning objectives on a given Topic or competence in accordance with their prior learning and experience.</li> <li>3. Step: Presentations of group work. Each group presents their results in front of others with help moderation of the teacher.</li> </ol>

<sup>9</sup> Ibid.

### ***Didactic suggestions***

This learning sub-topic could be implemented in other ways, such as:

- Work in pair (which enhances exchange of ideas and experiences of learners about basic educational terminology);
- Textual and document analysis of different programs which include learning goals, learning outcomes, competences, etc.

- One exam idea may be that learners make tests of knowledge for the topic key features of basic educational terminology. This is how teacher can get insight in their understanding of this topic.
- One of ideas for individual work could be research about differences between education and learning and how it effects today's educational systems?

Suggestions for evaluation of the Topic and individual work



### TOPIC 3: ADULT EDUCATION IN NATIONAL AND GLOBAL CONTEXT

Third topic is addressing the international adult education policy described in European and international documents of referent organizations (UNESCO, OSCE, EC, etc.), global challenges that adult education and contemporary societies are facing in the XXI century and the national context of adult education. Educators have the freedom to decide the timeframe for realization of every sub-topic, as well as the order of the sub-topics, according to the characteristics and the prior knowledge and experience of the learning group. Optimal time for implementation of this topic is 1 (one) day.

**Table 5:** Sub-topics, learning goals and learning outcomes for the implementation of the topic: **ADULT EDUCATION IN NATIONAL AND GLOBAL CONTEXT**

<p><i>Learning goal of the topic implementation:</i> Understanding European and international policies on adult education, as well as the adult education in the context of Lifelong learning. Understanding the main challenges and indicators in adult education on international level. Understanding adult education system in national context.</p> <p><i>General learning outcome:</i> After implementation of this topic, learners know European and international policies on adult education, are capable of describing the main challenges and indicators in adult education on international level and understand adult education system in national context.</p>		
Sub-topics	Goal	Outcome
<b>1. International adult education policies</b>	To understand European and international policies on adult education, as well as the adult education in the context of Lifelong learning.	Learners understand European and international policies in adult education and are able to critically observe them.
<b>2. Global challenges and indicators in adult education</b>	To understand the main challenges and indicators in adult education on international level.	Learners understand the main challenges and indicators in adult education on international level and are able to detect them on national level.
<b>3. Adult education in national context</b>	To understand adult education system in national context in terms of: legislation, financing, stakeholders, beneficiaries, teaching staff, ensuring quality, etc., as well as to understand their role in the system.	Learners understand adult education system in national context in terms of legislation, financing, stakeholders, beneficiaries, teaching staff, ensuring quality, etc. and are able to position themselves in this system.

### 3.1 International adult education policies

Adult education in the past several decades has been among top priorities of European and world education policies. That is due to the contemporary challenges posed from economic crisis and rapid development of technique and technology which is dictating new skills and competences among active workforce in the labour market. Global political and economic crisis is expected to continue to put additional pressure on adult education and training. The adaptability of educationally disadvantaged adults, those losing their jobs in an environment of reduction of public and private financing and the ability and flexibility of formal education systems to provide sufficient competences and abilities for social and work mobility and learning to those young persons and adults who are and/or were in the process of learning remain the most significant challenges facing adult education.

Creation of opportunities for continuing learning for adults and improving their skills and capacities is of vital significance for every country, affecting its economic development, people's active participation in communities and civil society, nurturing of support to and respect of cultural dialogue, of the creativity and imagination of youth and adults, respect for and protection of the environment, strengthening of the status of learning and knowledge and nurturing of the values of the culture of living.

The recognition of the immense importance of adult education and learning and its role in modern life is becoming more and more present in the developmental strategies of the European Union countries, as a response to the Lisbon recommendation and EU documents.

The Lisbon strategy connected the successful transition of countries with knowledge-based economies and societies with the concept of lifelong learning. European education and training systems have been promoted into a core from which changes should commence, hence they must themselves adapt.<sup>10</sup> As a result of such initiatives and experiences in all European countries, the European Commission adopted in 2000 six basic messages to serve as a roadmap in the creation of developmental programmes for adult education and lifelong learning:

- guarantee universal and continuing access to learning for gaining and renewing the skills needed for sustained participation in the knowledge society;
- visibly raise levels of investment in human resources in order to place priority on Europe's most important asset – its people;
- develop effective teaching and learning methods and contexts for the continuum of lifelong and lifewide learning;
- significantly improve the ways in which learning participation and outcomes are understood and appreciated, particularly non-formal and informal learning;
- ensure that everyone can easily access good quality information and advice about learning opportunities throughout Europe and throughout their lives;
- provide lifelong learning opportunities as close to learners as possible, in their own communities and supported through ICT-based facilities wherever appropriate.<sup>11</sup>

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<sup>10</sup> European Council, Lisbon, 2000

<sup>11</sup> European Commission: A Memorandum on Lifelong Learning, Brussels, 30.10.2000

At the Fifth International Conference for Adult Education held in Hamburg in July, 1997 (Confintea V), countries from all over the world agreed that „ only human-centred development and a participatory society based on the full respect of human rights will lead to sustainable and equitable development.” So, adult education becomes more than merely right; it represents the key to the 21<sup>st</sup> century; a powerful concept for supporting sustainable environmental and promotion of democracy, justice, gender quality, as well as scientific, social and economic development and creation of a world where conflict is replaced by dialogue, and culture of peace rests on justice. Adult education shapes the identity and gives meaning to life. Learning throughout life involves questioning of contents being learned, which is further reflected in factors such as age, gender, ability, language, culture and economic disparity.”<sup>12</sup>

Confintea V defined the goal of education of youth and adults as a lifelong process, which should develop autonomy and sense of responsibility among people and communities so that they are strengthened and able to cope with transformations occurring in the economy, culture and society in general; to promote coexistence, tolerance, and informed and creative participation of citizens in their own communities; in short, to enable people and communities to control their destiny and society, so as to be able to face challenges ahead. It is important for the approach to adult education to be based on the legacy of the people, culture, values and previous experiences.

The overarching goal of CONFINTEA VI held in December 2009 in Belem (Brazil) was to harmonise adult learning and education with other international education and development agendas and its integration within national sector-wide strategies, through pursuing the following conference objectives:

- to push forward the recognition of adult learning and education as an important element of and factor conducive to lifelong learning, of which literacy is the foundation;
- to highlight the crucial role of adult learning and education for the realisation of current international education and development agendas (EFA, MDGs, UNLD, LIFE and DESD); and
- to renew political momentum and commitment and to develop the tools for implementation in order to move from rhetoric to action.

The final document, known as the “Belem Framework for Action” contains conference recommendations and indicators for measuring progress towards their realisation. Key recommendations are:

- (a) ensuring that all surveys and data collection recognise literacy as a continuum;
- (b) developing a road map with clear goals and deadlines to meet this challenge based on the critical assessments of progress made, obstacles encountered and weaknesses identified;
- (c) mobilising and increasing internal and external resources and expertise to carry out literacy programmes with greater scale, range, coverage and quality to foster integral and medium-term processes, to ensure that individuals achieve sustainable literacy;

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<sup>12</sup> Fifth International Conference on Adult Education /Confintea V/, "Adult Learning: A Key for the Twenty-First Century", A UNESCO Conference in Cooperation with International Partner, Hamburg, Germany, 14-18 July 1997

- (d) developing literacy provision that is relevant and adapted to learners' needs and leads to functional and sustainable knowledge, skills and competence of participants empowering them to continue as lifelong learners whose achievement is recognised through appropriate assessment methods and instruments;
- (e) focusing literacy actions on women and highly disadvantaged populations including indigenous peoples and prisoners, with an overall focus on rural populations;
- (f) establishing international indicators and targets for literacy;
- (g) systematically reviewing and reporting progress, amongst others on investment and the adequacy of resources in literacy in each country and at the global level by including a special section in the EFA Global Monitoring Report;
- (h) planning and implementing continuing education, training and skills development beyond the basic literacy skills supported by an enriched literate environment.

The policy of the European Union, through the implementation of the Method of Open Coordination, is designed as support to national policies in adult education and „rulebook“ for designing of measures for addressing common challenges, such as: skills shortages, discrepancies with the need for new skills on the labour market and life in general, qualifications, market competition, population ageing, migrants, etc.

The importance attributed by the EU to adult education and lifelong learning can best be seen in the “Europe 2020” Strategy which, among other things, establishes four common goals countries in Europe need to tackle and achieve by 2020:

- Make lifelong learning and mobility a reality;
- Improve the quality and efficiency of education and training;
- Promote equality, social cohesion, and active citizenship;
- Enhance creativity and innovation, including entrepreneurship, at all levels of education and training.

The new EU strategy also set specific benchmarks that member countries need to reach by 2020. Among other objectives, they stipulate that at least 15% of adults should participate in lifelong learning, and that at least 40% of the population aged 30 to 40 should have completed some form of higher education.

UNESCO Conference held in November 2015 in Incheon, Korea resulted with creating Incheon Declaration and Framework for action for the implementation of Sustainable Development Goal 4: **“Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all”**. It is inspired by a humanistic vision of education and development based on human rights and dignity; social justice; inclusion; protection; cultural, linguistic and ethnic diversity; and shared responsibility and accountability. Educational authorities from world countries 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. They recognize education as key to achieving full employment and poverty eradication. They focus the efforts on access, equity and inclusion, quality and learning outcomes, within a lifelong learning approach.

### Suggestion for the implementation of this sub-topic:

Sub-topic	International adult education policies
Goal	To understand European and international policies on adult education.
Methods and techniques	Lecture, discussions, group work, moderation and presentations
Time-frame	90 min
Resources required	Crayons, beamer, paper or notebooks
Didactic material required	Power Point presentation
Procedure	<ol style="list-style-type: none"><li>1. Step: Lecture. Teacher, based on prepared presentation, elaborates the European and international policies on adult education.</li><li>2. Step: Teacher poses a thesis about overview on international and European adult education policies implementation in their national context. Learners write an essay on the given topic.</li><li>3. Step: Presentations of essays. Volunteers present their work in front of the group.</li></ol>

#### ***Didactic suggestions***

This learning sub-topic could be implemented in other ways, such as:

- Brainstorming and work in group (which enhances exchange of ideas and experiences of learners about the Topic);
- Textual and document analysis of different definitions and aspects of international and European adult education policies...

### 3.2 Global challenges and indicators in adult education

The Incheon Declaration and Framework for action for the implementation of Sustainable Development Goal 4: ***“Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all”*** is referring to the main challenges and indicators in adult education and training throughout the world. They focus is put on the efforts on access, equity and inclusion, quality and learning outcomes, within a lifelong learning approach.

- **Expanding access to education.** Ensure provision of 12 years of free, publicly funded, equitable quality primary and secondary education, of which at least nine years are compulsory, leading to relevant learning outcomes. We also encourage the provision of at least one year of free and compulsory quality pre-primary education and that all children have access to quality early childhood development, care and education. They also commit to providing meaningful education and training opportunities for the large population of out-of-school children and adolescents, who require immediate, targeted and sustained action ensuring that all children are in school and are learning.<sup>13</sup>
- **Inclusion and equity** in and through education is the cornerstone of a transformative education agenda, and we therefore commit to addressing all forms of exclusion and marginalization, disparities and inequalities in access, participation and learning outcomes. No education target should be considered met unless met by all. We therefore commit to making the necessary changes in education policies and focusing our efforts on the most disadvantaged, especially those with disabilities, to ensure that no one is left behind.<sup>14</sup>
- We recognize the importance of **gender equality** in achieving the right to education for all. We are therefore committed to supporting gender sensitive policies, planning and learning environments; mainstreaming gender issues in teacher training and curricula; and eliminating gender-based discrimination and violence in schools.<sup>15</sup>
- We commit to **quality education** and to improving learning outcomes, which requires strengthening inputs, processes and evaluation of outcomes and mechanisms to measure progress. We will ensure that teachers and educators are empowered, adequately recruited, well trained, professionally qualified, motivated and supported within well-resourced, efficient and effectively governed systems. Quality education fosters creativity and knowledge, and ensures the acquisition of the foundational skills of literacy and numeracy as well as analytical, problem solving and other high-level cognitive, interpersonal and social skills. It also develops the skills, values and attitudes that enable citizens to lead healthy and fulfilled lives, make informed decisions, and respond to local and global challenges through education for sustainable development (ESD) and global citizenship education (GCED). We also stress the importance of human rights education and training in order to achieve the post-2015 sustainable development agenda.<sup>16</sup>
- We commit to promoting quality **lifelong learning opportunities** for all, in all settings and at all levels of education. This includes equitable and increased access to quality technical and vocational education and training and higher education and research, with due attention to quality assurance. In addition, the provision of flexible learning pathways, as well as the recognition, validation and accreditation of the knowledge, skills and competencies acquired

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<sup>13</sup> Incheon Declaration and Framework for action for the implementation of Sustainable Development Goal 4: *“Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all”*, UNESCO, 2016.

<sup>14</sup> Ibid.

<sup>15</sup> Ibid.





<sup>16</sup> Ibid.



through non-formal and informal education, is important. We further commit to ensuring that all youth and adults, especially girls and women, achieve relevant and recognized functional literacy and numeracy proficiency levels and acquire life skills, and that they are provided with adult learning, education and training opportunities. We are also committed to strengthening science, technology and innovation. Information and communication technologies (ICTs) must be harnessed to strengthen education systems, knowledge dissemination, information access, quality and effective learning, and more effective service provision.<sup>17</sup>

- Furthermore, we note with serious concern that, today, a large proportion of the world’s out-of-school population lives in conflict-affected areas, and that crises, violence and attacks on education institutions, natural disasters and pandemics continue to disrupt education and development globally. We commit to **developing more inclusive, responsive and resilient education systems** to meet the needs of children, youth and adults in these contexts, including internally displaced persons and refugees. We highlight the need for education to be delivered in safe, supportive and secure learning environments free from violence. We recommend a sufficient crisis response, from emergency response through to recovery and rebuilding; better coordinated national, regional and global responses; and capacity development for comprehensive risk reduction and mitigation to ensure that education is maintained during situations of conflict, emergency, post-conflict and early recovery.<sup>18</sup>

**Table n. 6: Indicators for Sustainable development Goal 4: *Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.***<sup>19</sup>

	4.1 By 2030, ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes
	4.2 By 2030, ensure that all girls and boys have access to quality early childhood development, care and pre-primary education so that they are ready for primary education
	4.3 By 2030, ensure equal access for all women and men to affordable and quality technical, vocational and tertiary education, including university
	4.4 By 2030, substantially increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship

<sup>17</sup> Ibid.

<sup>18</sup> Ibid.

<sup>19</sup> This table is copied from the Incheon Declaration and Framework for action for the implementation of Sustainable Development Goal 4: “*Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all*”, UNESCO, 2016.

	4.5 By 2030, eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations
	4.6 By 2030, ensure that all youth and a substantial proportion of adults, both men and women, achieve literacy and numeracy
	4.7 By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development
	4.a Build and upgrade education facilities that are child, disability and gender sensitive and provide safe, non-violent, inclusive and effective learning environments for all
	4.b By 2020, substantially expand globally the number of scholarships available to developing countries, in particular least developed countries, small island developing States and African countries, for enrolment in higher education, including vocational training and information and communications technology, technical, engineering and scientific programmes, in developed countries and other developing countries
	4.c By 2030, substantially increase the supply of qualified teachers, including through international cooperation for teacher training in developing countries, especially least developed countries and small island developing States

### Suggestion for the implementation of this sub-topic:

Sub-topic	Global challenges and indicators in adult education
<b>Goal</b>	To understand the main challenges and indicators in adult education on international level.
<b>Methods and techniques</b>	Lecture, discussions, work in pairs, moderation and presentations
<b>Time-frame</b>	90 min
<b>Resources required</b>	Flipchart, moderation cards, crayons, beamer
<b>Didactic material required</b>	Power Point presentation
<b>Procedure</b>	<ol style="list-style-type: none"> <li>1. Step: Lecture. Teacher, based on prepared presentation, elaborates main challenges and indicators in adult education on international level.</li> <li>2. Step: Teacher forms pairs (or the learners form pairs) which are given the assignment to analyse relevant policy documentation regarding adult education (Declarations, Strategic documents, Concept papers, etc.) and give their own critical point of view on each of them.</li> <li>3. Step: Presentations of pair work. Each pair presents their results in front of others with help moderation of the teacher.</li> </ol>

### *Didactic suggestions*

This learning sub-topic could be implemented in other ways, such as:

- Work in pair (which enhances exchange of ideas and experiences of learners);
- Textual and document analysis of different definitions and aspects of adult education...

### **3.3 Adult education in national context**

Every country has its own educational settings. It depends on the country priorities for development, as well as history, tradition and aspirations for the future. Educational systems in Europe have the tendency to fulfil the priorities set in many policy documents described in the Section 3.1. Adult education, as an equal part of overall educational system of every society, has specific setting, legislation, policy, priorities, etc.

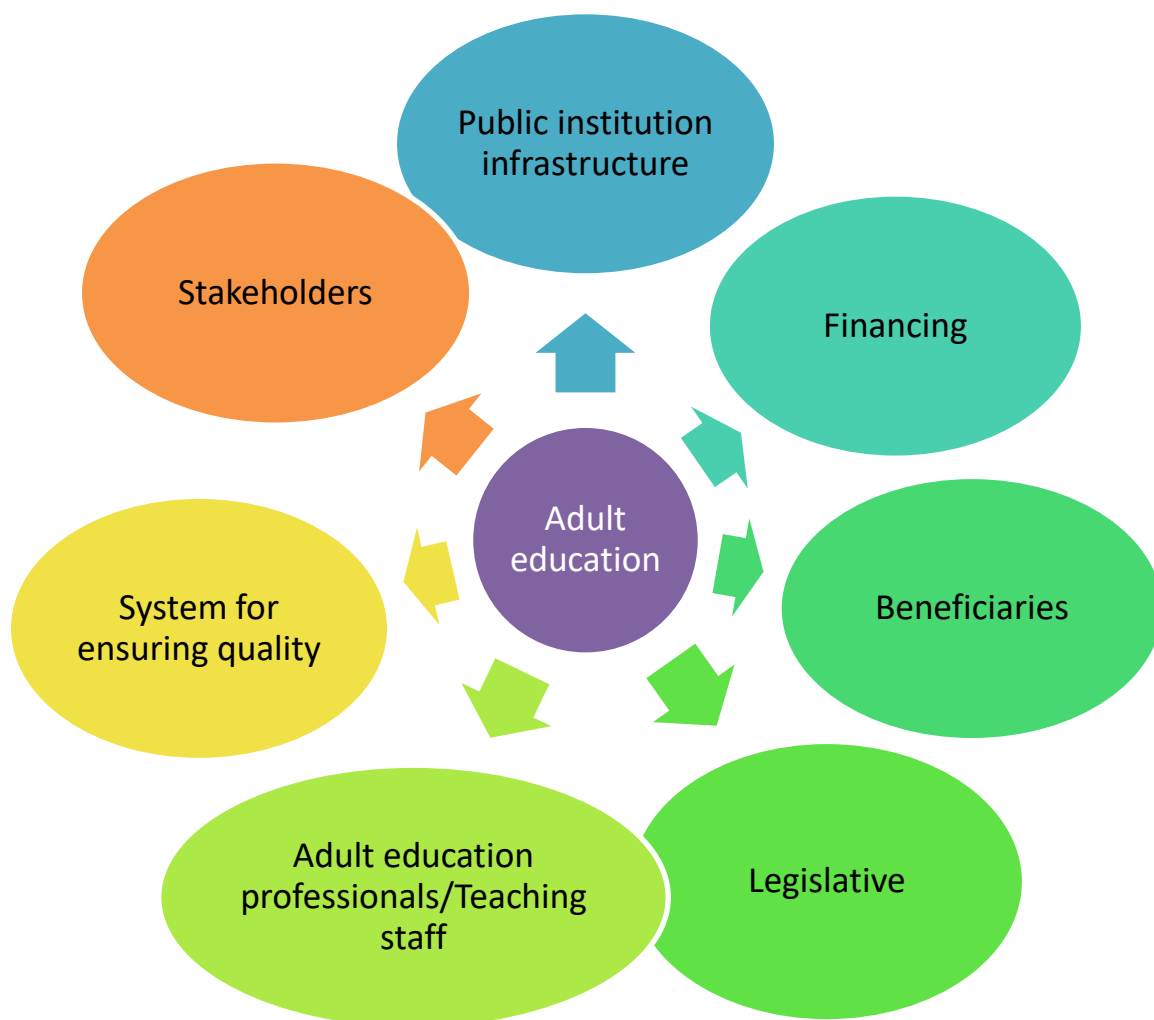
It is very important that one should understand the main features of every adult education system which will create a clear picture about their role in the national adult education subsystem.

The main features of adult education system are:

- **Legislation** – Policy and strategic documents (Laws, Strategies, Concept papers, etc.)
- **Public institutions infrastructure** – Public bodies, ministries, Centres and other institutions that govern, help and monitor adult education on national level.
- **Stakeholders** – Every organ which is involved in provision of adult education services (schools, universities, workers and civic universities, public, private and non-profit institution, companies, bodies, etc.)
- **Beneficiaries** – Every student above 15 years<sup>20</sup> which is included in any kind of adult education offer in any kind of institution with any kind of educational form (formal, non-formal and informal).
- **Financing** – Every type of public, private or donor financing in order to sustain and improve adult education system.
- **Teaching staff** – Every educator, instructor, trainer, andragogue which are actively involved in the adult education process.
- **System for ensuring quality** – formally structured system for ensuring quality of adult education in terms of provision, infrastructure, certification, etc.

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<sup>20</sup> In most of the European countries, age limit for inclusion in adult education system is 15-16.



**Suggestion for the implementation of this sub-topic:**

Sub-topic	Adult education in national context
<b>Goal</b>	To understand adult education system in national context in terms of: legislation, financing, stakeholders, beneficiaries, teaching staff, ensuring quality, etc., as well as to understand their role in the system.
<b>Methods and techniques</b>	Lecture, discussions, group work, moderation and presentations
<b>Time-frame</b>	90 min
<b>Resources required</b>	Flipchart, moderation cards, crayons, beamer
<b>Didactic material required</b>	Power Point presentation
<b>Procedure</b>	<ol style="list-style-type: none"> <li>1. Step: Lecture. Teacher, based on prepared presentation, elaborates the key feature of every adult education system.</li> <li>2. Step: Teacher forms three groups which are given the assignment to make SWOT analyses (Strengths, Weaknesses, Opportunities and Threats) about the national adult education system in the country in terms of:</li> </ol>

	<p>legislation, financing, stakeholders, beneficiaries, teaching staff, ensuring quality, etc.</p> <p>3. Step: Presentations of group work. Each group presents their results in front of others with help moderation of the teacher.</p> <p>4. Step: Discussions about the results.</p>
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### ***Didactic suggestions***

This learning sub-topic could be implemented in other ways, such as:

- Writing an essay (about the overview of the national adult education system);

- One of the exam ideas is implementation of test of knowledge for the international and European policies in adult education
- An interesting idea could also be to ask learner to list and to analyze national adult education system and their role (or future role) in it.
- Suggestions for individual learning can be analyze of recommended literature or additional reading on strategic national documents regarding adult education sector.

Suggestions for evaluation of the Topic and individual work



## TOPIC 4: ADULT EDUCATION AS A PROFESSION AND THE ROLE OF AN ADULT EDUCATOR

Fourth topic is addressing the variety of occupations and professions which involve active work in the field of adult education (andragogue, human resource manager, adult worker, trainer, etc.), as well as the competences that adult education professionals possess. After getting familiar with previously stated, learners should be able to understand and reflect on their own role in adult education system. This topic has several specific sub-topics which are focused on different elements of the main Topic and are presented in the Table 5 of the Handbook with descriptions of learning goals and learning outcomes. Educators have the freedom to decide the timeframe for realization of every sub-topic, as well as the order of the sub-topics, according to the characteristics and the previous knowledge and experience of the learning group. Optimal time for implementation of this topic is 1 day.

**Table 7:** Sub-topics, learning goals and learning outcomes for the implementation of the topic: **ADULT EDUCATION AS A PROFESSION AND THE ROLE OF AN ADULT EDUCATOR**

<p><i>Learning goal of the topic implementation: Understanding the variety of occupations and professions which involve active work in the field of adult education, as well as the competences that adult education professionals possess. Reflection of learners role in adult education system.</i></p> <p><i>General learning outcome: After implementation of this topic, learners will understand variety of occupations and professions which involve active work in the field of adult education, as well as the competences that adult education professionals possess and are capable of understanding and reflecting of their own role in adult education system.</i></p>		
Sub-topics	Goal	Outcome
<b>1. Adult education as a profession</b>	To get informed about variety of occupations and professions which involve active work in the field of adult education.	Learners are familiar with variety of occupations and professionals which involve active work in the field of adult education.
<b>2. Competences of adult educator</b>	To understand variety of competences that adult education professional should possess and the competences of adult educator according Curriculum GlobALE.	Learners understand variety of competences that adult education professional should possess and the competences of adult educator according Curriculum GlobALE and are able to reflect on their competences.
<b>3. Reflections on own role in adult education</b>	To understand and reflect of his/hers role in adult education system.	Learners understand and reflect on their own role in adult education system.

#### 4.1 Adult education as a profession

Adult learning staff plays a key role in making lifelong learning a reality. Adult learning professionals help learners to develop knowledge, skills and attitudes throughout their lives. Indeed, the professional development of people working in education and training is one of the vital measures to improve quality of learning at all levels. Recent European wide studies show that the adult learning sector is very diverse. This diversity can be seen in the various target groups of adult learning, subjects covered by adult learning courses, but also in the professional pathways to becoming an adult learning professional, the employment situation of adult learning professionals and furthermore, in the competences required for working in this sector. This diversity makes it difficult to develop the sector as a whole and in particular a dedicated profession - adult learning professional.

Some eastern European countries (Serbia, Macedonia, Slovenia) have an almost half a century tradition in developing adult education as a profession – andragogue. Andragogue is a professional who works in all of the fields of adult education. This profession is obtained after finishing undergraduate studies on university level. Other European countries have different understanding about adult education professional, as one who is educating adults (trainer, teacher, facilitator, moderator, etc.) which occupation can be obtained after finishing formal or non-formal training on post-secondary and/or university level).

According to the document *Key competences for adult learning professionals*, Contribution to the development of a reference framework of key competences for adult learning professionals, acknowledged in the wider European context, there is described wide range of key and specific competences of adult learning professionals<sup>21</sup>:

**Generic competences:** These generic competences are competences that are relevant for carrying out all activities in the adult learning sector. Every professional working in the sector ought to possess these competences regardless of whether they carry out teaching, management, counselling or administrative activities. The cluster of generic competences consists of seven competences:

1. Personal competence in systematic reflection on one's own practice, learning and personal development: **being a fully autonomous lifelong learner.**
2. Interpersonal competence in communicating and collaborating with adult learners, colleagues and stakeholders: **being a communicator, team player and networker.**
3. Competence in being aware of and taking responsibility for the institutional setting in which adult learning takes place at all levels (institute, sector, the profession as such and society): **being responsible for the further development of adult learning.**
4. Competence in making use of one's own subject-related expertise and the available learning resources: **being an expert.**

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<sup>21</sup> B.J. Buiskool, S.D. Broek, J.A. van Lakerveld, G.K. Zarifis, M. Osborne, (2010), *Key competences for adult learning professionals*, Contribution to the development of a reference framework of key competences for adult learning professionals, European Commission: DG EAC.

5. Competence in making use of different learning methods, styles and techniques including new media and being aware of new possibilities and e-skills and assessing them critically: **being able to deploy different learning methods, styles and techniques in working with adults.**
6. Competence in empowering adult learners to learn and support themselves in their development into, or as, fully autonomous lifelong learners: **being a motivator.**
7. Competence in dealing with group dynamics and heterogeneity in the background, learning needs, motivation and prior experience of adult learners: **being able to deal with heterogeneity and groups.**<sup>22</sup>

**Specific competences:** These specific competences are competences that are needed to carry out a specific array of activities. These competences are needed for professionals responsible for a specific field of activity (e.g. facilitating learning, managing the institute, etc.). The specific competences are therefore not required for all the professionals working in the adult learning sector. A distinction is made between specific competences directly linked to the learning process, such as teaching or counselling and specific competences indirectly linked to or supportive of the learning process, such as management and administrative support. The competences, which are directly linked to specific activities carried out by adult learning professionals in the learning process, consists of six separate competences<sup>23</sup>:

1. Competence in assessment of prior experience, learning needs, demands, motivations and wishes of adult learners: **being capable of assessment of adult learners' learning needs.**
2. Competence in selecting appropriate learning styles, didactical methods and content for the adult learning process: **being capable of designing the learning process.**
3. Competence in facilitating the learning process for adult learners: **being a facilitator of knowledge (practical and/or theoretical) and a stimulator of adult learners' own development.**
4. Competence to continuously monitor and evaluate the adult learning process in order to improve it: **being an evaluator of the learning process.**
5. Competence in advising on career, life, further development and, if necessary, the use of professional help: **being an advisor/counsellor.**
6. Competence in designing and constructing study programmes: **being a programme developer**<sup>24</sup>.

There are six additional specific competences supportive to, or indirectly related to the learning process<sup>25</sup>:

7. Competence in managing financial resources and assessing the social and economic benefits of the provision: **being financially responsible.**
8. Competence in managing human resources in an adult learning institute: **being a (people) manager.**

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<sup>22</sup> Ibid.

<sup>23</sup> Ibid.

<sup>24</sup> Ibid.

<sup>25</sup> Ibid.



9. Competence in managing and leading the adult learning institute in general and managing the quality of the provision of the adult learning institute: **being a general manager.**
10. Competence in marketing and public relations: **being able to reach the target groups, and promote the institute.**
11. Competence in dealing with administrative issues and informing adult learners and adult learning professionals: **being supportive in administrative issues.**
12. Competence in facilitating ICT-based learning environments and supporting both adult learning professionals and adult learners in using these learning environments: **being a ICT-facilitator<sup>26</sup>.**

All of these competences shouldn't be observed as an must have for all adult learning professionals, on the contrary, depending on the specific working position, adult learning professional should develop only the competences that his/hers job description is referring to.

**Suggestion for the implementation of this sub-topic:**

Sub-topic	Adult education as a profession
<b>Goal</b>	Understand variety of occupations and professions which involve active work in the field of adult education.
<b>Methods and techniques</b>	Lecture, discussions, group work, moderation and presentations
<b>Time-frame</b>	60 min
<b>Resources required</b>	Flipchart, crayons, beamer
<b>Didactic material required</b>	Power Point presentation
<b>Procedure</b>	<ol style="list-style-type: none"> <li>1. Step: Lecture. Teacher, based on prepared presentation, elaborates the variety of occupations and professions which involve active work in the field of adult education.</li> <li>2. Step: Teacher forms pairs of learners which are given the assignment to write most appropriate examples of all professions and occupations which involve adult education and training.</li> <li>3. Step: Presentations of the work of the pairs. Each group presents their results in front of others with help moderation of the teacher.</li> </ol>

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<sup>26</sup> Ibid.

### ***Didactic suggestions***

This learning sub-topic could be implemented in other ways, such as:

- Work in groups (which enhances exchange of ideas and experiences of learners);
- Textual and document analysis of different professions and occupations in the area of adult education...

## **4.2 Competences of adult educator**

Contemporary dynamics imposed in the knowledge based society is demanding increased need for adult education professionals from different sectors that can help adults enrich their knowledge, skills and attitudes for inclusion in the society and active citizenship, competitiveness on the labour market and self-fulfilment. These professionals should undoubtedly possess certain competences for educational work with adults. Research data and experience, are pointing out that educational success of adults mainly depends of the adult education professionals competences.

There are many authors that are discussing about the competences that adult educator should possess, that differentiate from the competences for educators that work with children, which is result from different educational concepts that pedagogy and andragogy have.

The professionalization of adult education is therefore perceived as a key challenge around the world, both at the individual country level and in the international context. The *Belém Framework for Action* identifies the professionalization of adult education as one of the key challenges for the field and notes: “The lack of professionalization and training opportunities for educators has had a detrimental impact on the quality of adult learning and education provision (...)” (UNESCO 2009). Around one third of the 150 country reports on adult education submitted for the conference cited inadequate qualification of personnel as one of the biggest areas in which action needs to be taken (UIL 2009). In reaction to this situation, among other things, the UNESCO member states at the CONFINTEA conference committed themselves to “training, capacity-building, employment conditions and the professionalization of adult educators, e.g. through the establishment of partnerships with higher education institutions, teacher associations and civil society organisations” (ibid.).

These developments form the general background for the initiative taken jointly by the German Institute for Adult Education – Leibniz Centre for lifelong learning (DIE) and the Institute for the International Cooperation of the Association of German Adult Education Centres (DVV International) to develop, test and disseminate a core curriculum for training adult educators outside of the university sector which, being in line with the basic principles of adult education, satisfies international scientific

standards and is suitable for use on a transnational scale. Curriculum globALE is the result of this initiative. The overarching aim to which Curriculum globALE is supposed to contribute is threefold<sup>27</sup>:

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

The following examples were specifically drawn on:

- **SVEB certificate.** The certificate offered by the Swiss Federation for Adult Learning (SVEB) is the first step in the Swiss modular system “train the trainer” (Ausbildung der Ausbildenden). The certificate forms the basic qualification for course instructors in adult education which is recognised throughout Switzerland.
- **WBA certificate** “Certified Adult Educator”: The certificate constitutes the first of two qualification levels for adult educators within the framework of the Austrian Academy of Continuing Education (WBA). The WBA is part of the cooperative Austrian adult education system of the Austrian Federal Institute for Adult Education. The WBA prescribes standards in the form of a curriculum. In order to obtain the certificate, adult educators must prove they have the prescribed competencies and this may take various forms. Any missing competencies can be additionally acquired by attending courses.
- **Diploma to Teach in the lifelong learning Sector (DTLLS).** In 2007, the acquisition of a relevant, accredited qualification was prescribed by law in England for teachers in the publicly funded continuing education sector. Since 2007, new entrants to adult education have to complete a foundation course of 30 hours in the first year of teaching. In order to obtain the full DTLLS qualification, an extensive modular training programme, which can be completed on an in-service basis in 1 to 2 years, must be completed within five years. To become accredited, DTLLS programmes must comply with the “LLUK Professional Standards for Teachers, Tutors and Trainers in the lifelong learning Sector”, which sets out the reference framework for the competencies to be acquired.

Curriculum GlobALE is based on 5 Modules (including one Module 0, which is not obligatory) with general and specific competences, that learner should obtain after completion of the Program. In addition are described the general competences for each module:

#### **Module 1: Approaching Adult Education**

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

#### **Module 2: Adult learning and adult teaching**

Individuals who have completed the Curriculum globALE have knowledge of learning theory and are able to link this with their own didactic activity. They are familiar with the motivational, psychological and

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<sup>27</sup> Avramovska, M., Czerwinski, T., Lattke, S. (2015), *Curriculum globALE*, DVV International, DIE.

social particularities of adult learning and take these into account in the planning and implementation of their teaching.

**Module 3: Communication and group dynamics in Adult Education**

Individuals who have completed the Curriculum globALE are familiar with the theoretical principles of communication and are able to apply them in teaching and in their education work with adults. They are also familiar with the main theories of group dynamics and are able to apply this in the teaching/learning activity in the group in order to steer the social processes.

**Module 4: Methods of Adult Education**

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

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

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

**Suggestion for the implementation of this sub-topic:**

Sub-topic	Competences of adult educator
<b>Goal</b>	To understand variety of competences that adult education professional should possess and the competences of adult educator according Curriculum GlobALE.
<b>Methods and techniques</b>	Lecture, discussions, group work, moderation and presentations
<b>Time-frame</b>	90 min
<b>Resources required</b>	Flipchart, moderation cards, crayons, beamer
<b>Didactic material required</b>	Power Point presentation
<b>Procedure</b>	<ol style="list-style-type: none"> <li>1. Step: Lecture. Teacher, based on prepared presentation, elaborates variety of competences that adult education professional should possess and the competences of adult educator according Curriculum GlobALE.</li> <li>2. Step: Teacher divides the group into five smaller groups which are given the assignment to write specific competences of adult educators according to each of the Modules from curriculum globALE (from 1-5) giving them general competences of each Module.</li> <li>3. Step: Presentations of group work. Each group presents their results in front of others with help moderation of the teacher.</li> <li>4. Step: discussions about the group work.</li> </ol>

### ***Didactic suggestions***

This learning sub-topic could be implemented in other ways, such as:

- Work in pair (which enhances exchange of ideas and experiences of learners);
- Textual and document analysis of different definitions and aspects of adult education...

### **4.3 Reflection of own role in adult education**

After getting familiar with basic features of adult education system, as well as the competences that adult learning professionals should possess, every participant in Curriculum GlobALE training should be able to locate its own place in the system according to their work experience, abilities and competences.

Every individual has its own role and contribution in the adult education system, Adult educator's role is to help participants in the training locate that role and contribution.

#### **Suggestion for the implementation of this sub-topic:**

<b>Sub-topic</b>	<b>Reflection of own role in adult education</b>
<b>Goal</b>	To understand and reflect of his/hers role in adult education system.
<b>Methods and techniques</b>	Lecture, discussions, individual work, moderation and presentations
<b>Time-frame</b>	120 min
<b>Resources required</b>	crayons, beamer, paper
<b>Didactic material required</b>	Power Point presentation
<b>Procedure</b>	<ol style="list-style-type: none"><li>1. Step: Lecture. Teacher, based on prepared presentation, helps learners to understand and reflect of their role in adult education system.</li><li>2. Step: Teacher asks learners to write an essay about reflection of their own role, work and contribution in the adult education system.</li><li>3. Step: Presentations of essays. Volunteers presents their essays in front of the group.</li></ol>

### ***Didactic suggestions***

This learning sub-topic could be implemented in other ways, such as:

- Work in pair (which enhances exchange of ideas and experiences of learners);
- Self-directed learning and reflection about learner's role in adult education system.

- Regarding the specifics of this topic, teacher can use different type of exam questions like:
  - *What are the competences that adult educator should possess?*
  - *Which professions and occupations encompass the field of adult education?*
- Individual work can be oriented towards:
  - *Learning about different experiences from countries with developed training for adult educators through different didactical media; or*
  - *Writing CV pointing out their competences as adult educator.*

Suggestions for evaluation of the Topic and individual work



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