

Tools for Skills Development of the Adult Educator – towards institutionalization and professionalization of ALE

Prof.(H) Dr. Dr. h. c. mult. Heribert Hinzen
Honorary Fellow, UNESCO Institute for Lifelong Learning
Honorary Professor, University of Pécs
Former Director, DVV International
Vice President, PIMA

MELLearn-PDS4BST-EPALE Intensive LLL Programme
Development of Basic Skills –
Opportunities and Limitations in the Age of Learning
14 December, 2023 02:00 PM Budapest, Hungary

Before we come to the
ALE Toolbox of DVV International and the
EBSN Professional Development Series

A **few reminders**
on what we agreed globally in respect to
improving **institutionalization and**
professionalization

and a **few pointers**
on the importance of **competencies and**
skills, attitudes and values

Most countries are members of

UN = United Nations
and

UNESCO = UN Education, Science and
Cultural Organisation

They signed the UN
Sustainable Development Goals 2015

Adopted normative instruments for
adult learning and education (ALE) like BFA
in 2009, RALE in 2015 and MFA in 2022

United Nations General Assembly 2015



SDG 4 Education 2030

World Education Forum in 2015

every 15 years
UN Organizations
UNESCO lead
Civil Society

UN General Assembly

**Sustainable
Development Goals**
SDG 4 Quality Education

**Ensure inclusive
and equitable quality
education and promote
lifelong learning
opportunities for all**

SDG 4 Education 2030



- Provide learners of both sexes and of all ages with opportunities to **acquire, throughout life, the knowledge, skills, values and attitudes** that are needed to build peaceful, healthy and sustainable societies.

SDG 4 Education 2030



- Make learning spaces and environments for non-formal and adult learning and education widely available, including **networks of community learning centres** and spaces and provision for access to **IT resources** as essential elements of lifelong learning.

CONFINTEA



**Conférence Internationale
sur l'Éducation des Adultes**

**International Adult Education Conferences
every 12 years, UNESCO Member States**

**Governments, civil society, academia and
professional organisations**

**First 1949 in Helsingör, 1960 in Montreal, 1972 in
Tokyo, 1985 in Paris, 1997 in Hamburg, 2009 in
Bélem and June 2022 in Marrakech**

CONFINTEA VI

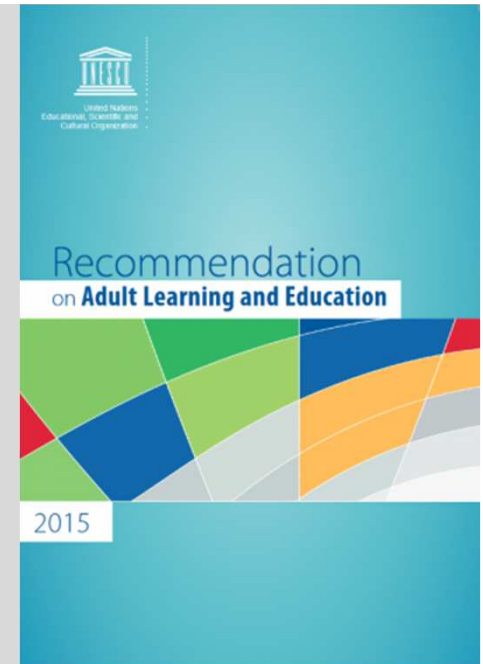


We recognize that **adult education** represents a **significant component of the lifelong learning process**, ...ranging from formal to non-formal to informal learning...

...adult learning and education equip people with the necessary **knowledge, capabilities, skills, competences and values** to exercise and advance their rights and take control of their destinies.

Recommendation on Adult Learning and Education – RALE

UNESCO General Conference, 2015



creating or strengthening appropriate institutional structures, like **community learning centres**, for delivering adult learning and education and encouraging adults to use these as hubs for individual learning as well as community development

UNESCO Report 2021 on the futures of education



**ADULT LEARNING AND EDUCATION (ALE) –
BECAUSE THE FUTURE CANNOT WAIT**





ADULT LEARNING AND EDUCATION (ALE) – BECAUSE THE FUTURE CANNOT WAIT

- strengthening the institutional structures (like community learning centres, for delivering ALE) and securing the role of ALE staff
- improving in-service and pre-service education, further education, training, capacity building and employment conditions of adult educators



Global Education Monitoring Reports

<https://en.unesco.org/gem-report>

2000 – World Education Forum

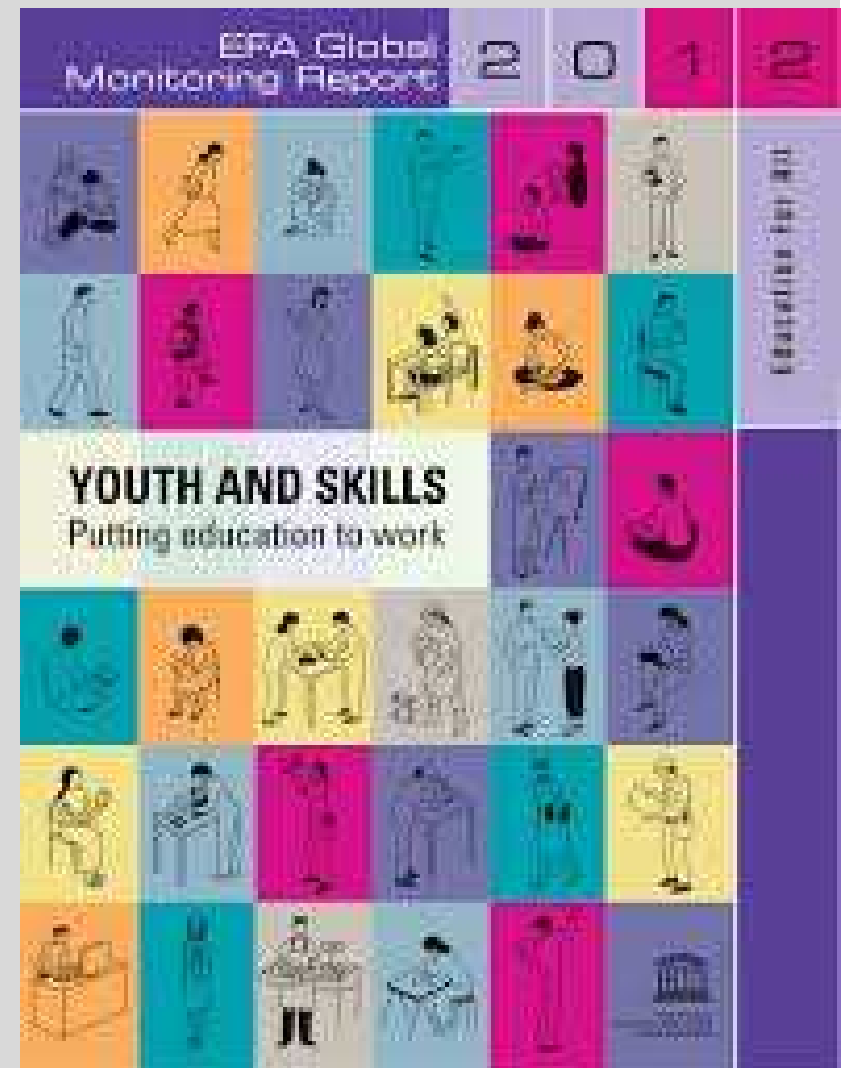
2006 – Literacy for Life

2008 – Mid-term Review

2012 – Youth and Skills

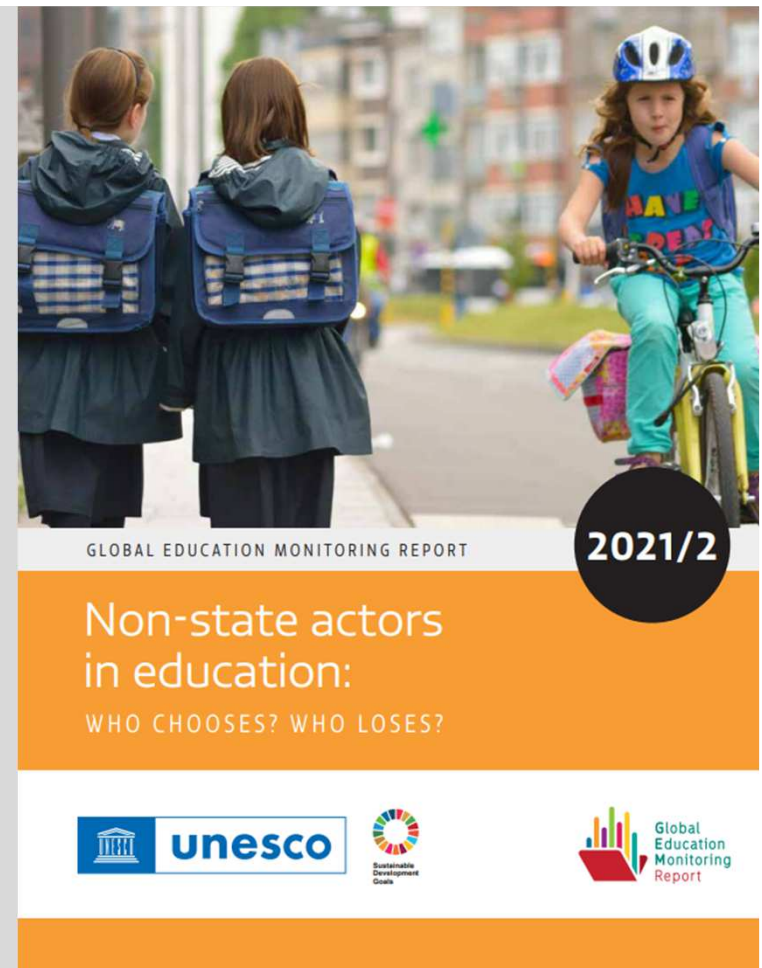
2016 – People and Planet

2020 – Inclusion and Education



Global Education Monitoring Report 2021 / 2

- **NGO** and community organisations are the **main providers** in adult learning and education. (179)
- Non-state actors are a **driving force** in adult learning and education. (191)
- **CLC** are increasingly recognized as playing an important role in providing education opportunities meeting local communities' needs. (259)





CONFINTEA VII Marrakech Framework for Action = MFA

Harnessing the transformational power of Adult Learning and Education

<https://uil.unesco.org/adult-education/confintea/confintea-vii-marrakech-framework-action-harnessing-transformational-power>

<https://www.pimanetwork.com/post/bulletin-special-issue-confintea-vii>

Marrakech Framework For Action

Expanding learning domains

We commit to using the **2030 Agenda for Sustainable Development** as a roadmap for the development of **transversal skills**, recognizing how this agenda brings cohesion and synergy to the multifaceted goals of **ALE** for the years to come...

Furthermore, **adult education is part of the right to education** and crucial for the realization of all **human rights**.



Marrakech Framework For Action

Expanding learning domains

Quality education and lifelong learning are important mechanisms for implementing **SDG 4** and are also prerequisites for **poverty reduction** (SDG 1), **health** and well-being (SDG 3), **gender** equality (SDG 5), reduced **inequalities** (SDG 10), gainful **employment** and decent jobs (SDG 8), inclusive, safe, resilient and sustainable **cities** (SDG 11), just, peaceful, inclusive, **violence-free societies** (SDG 16) and **climate** action (SDG 13).



Marrakech Framework For Action

Support of Universities

We commit to implementing policies and strategies to **upskill and further professionalize and specialize adult educators** through pre-service, in-service and continuing training – **in association with universities and research institutes** – and by improving their working conditions, including their salaries, status and professional development trajectories.





UNESCO
World Higher
Education
Conference

Roadmap
BEYOND LIMITS
New Ways to Reinvent Higher Education

Commitment to sustainability and social responsibility

Through educational programmes, research projects, and engagements with local, national, regional, and global communities, all HEIs can contribute actively to building a more sustainable world...

... undertaking applied research driven by the need to solve real-life problems and address the local and global challenges embodied in the seventeen SDGs.

Roadmap
BEYOND LIMITS
New Ways to Reinvent Higher Education

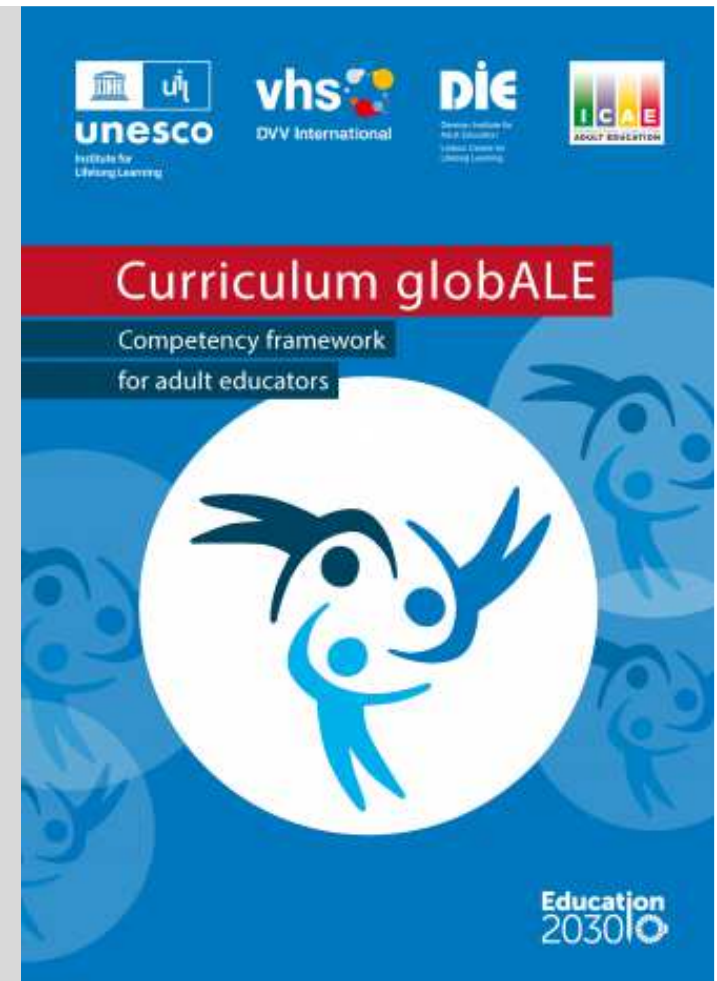


UNESCO acknowledges that HED is carried out by **institutions**, which result from human actions and are as diverse as these actions can be. This is visible in the diversity of designations institutions adopt – **universities, applied sciences universities, polytechnic institutions, colleges, schools, institutes, fine arts schools, etc.** – and in the different ways they approach HED missions.

A look into the ALE toolbox

- **Curriculum globALE** – training adult educators
- **Curriculum institutionALE** – organizational development
- **Curriculum managerALE** – training managers of institutions
- **Curriculum interculturALE** – training instructors who work with refugees
- **Adult Learning and Education System Building Approach (ALESBA)** – toolkit
- **Gender in ALE** – toolkit

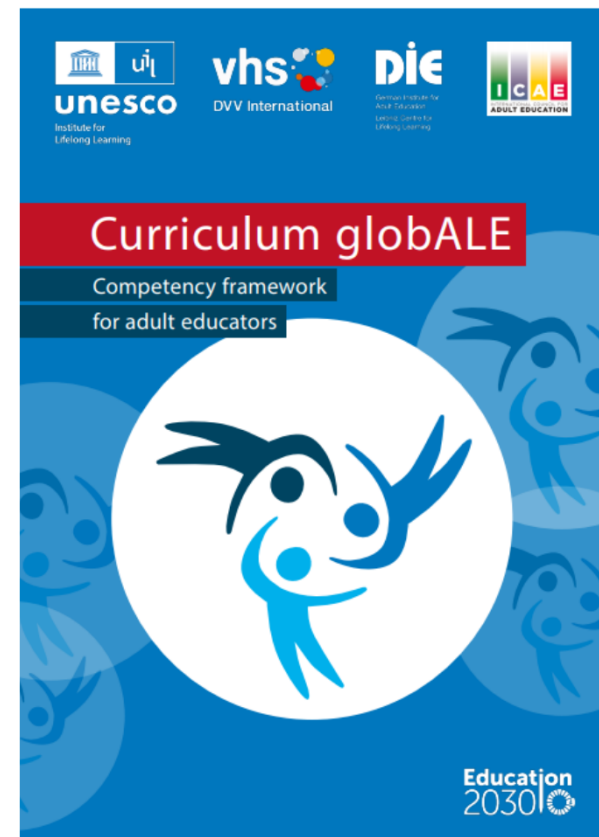
<https://www.dvv-international.de/en/ale-toolbox>

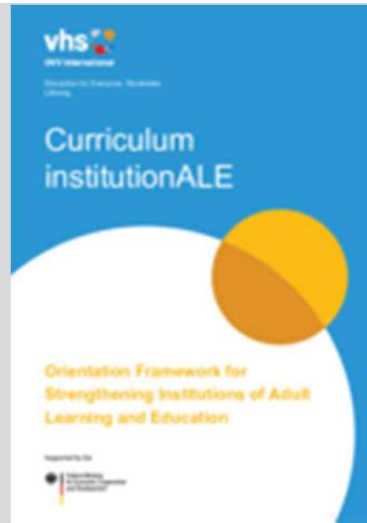


Curriculum globALE adopted and recommended as an official UNESCO tool for the training of adult educators since 2021

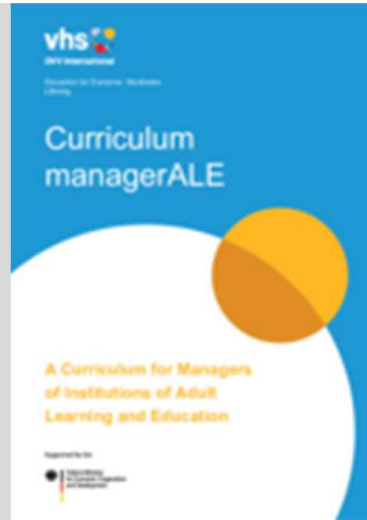
Available in Albanian, Arabic, Bosnian, English, French, Georgian, German, Lao, Macedonian, Russian, Spanish, Uzbek languages

<https://www.dvv-international.de/ale-toolbox/lehren-und-fortbilden/curriculum-globale/download-center-curriculum-globale>





Curriculum institutionALE is a **framework for the organisational development of adult education institutions**. It was developed to provide guidance for the staff of DVV International worldwide. Curriculum institutionALE offers basic elements for defining goals and criteria for the **capacity development of adult education institutions**, for collecting reliable baseline data, for designing and implementing the capacity-building process, and for assessing progress.



Curriculum managerALE is a **modular competency-based curriculum for managers of institutions of adult learning and education (IALE)**. Its content ... can be implemented in different cultural and social contexts ... in order to provide IALE managers with the necessary components of **competencies for effective management**, while maintaining a **close connection with DVV International's Curriculum globALE and Curriculum institutionALE**.



European Basic Skills Network - EBSN

<https://basicskills.eu/>

EBSN Professional Development Series for Basic Skills Teachers

Strengthen existing transnational networks of adult education providers by means of mutual learning, peer counselling, and capacity building.



The key results of the project are the 6 thematic open educational resource (OER) units and 6 respective massive open online courses (MOOCs)

- EBSN Professional Development Series (OERs)
 - PDS Learning Modules (MOOCs)

<https://teaching.basicskills.eu/>

OERs and MOOCs for basic skills teachers

- Approaching Digital Teaching & Learning
 - Basic Literacy
- Empowering Adult Learners of Basic Skills
 - Diversity & Interculturalism
- Digital Basic Skills Programs for Adults
 - Facilitating the Learning Process

Exploratory Research Report

including Need Analysis & List of Resources

<https://teaching.basicskills.eu/wp-content/uploads/2022/09/WP2-Exploratory-Research-Report.pdf>

Concluding pointers

ALE needs **institutions and places** for adults, like children have kindergarten, pupils their schools, youth their vocational education and training, students their colleges and universities.

Professionalization includes the **training** and capacity building of staff working in ALE, often through **university teaching**, including university continuing education.

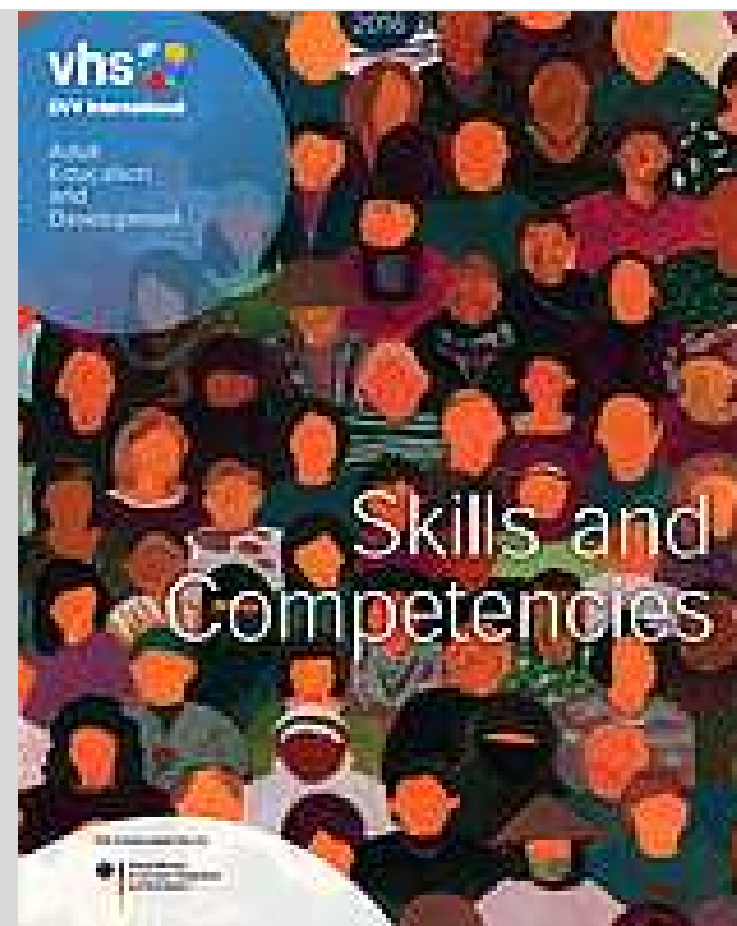
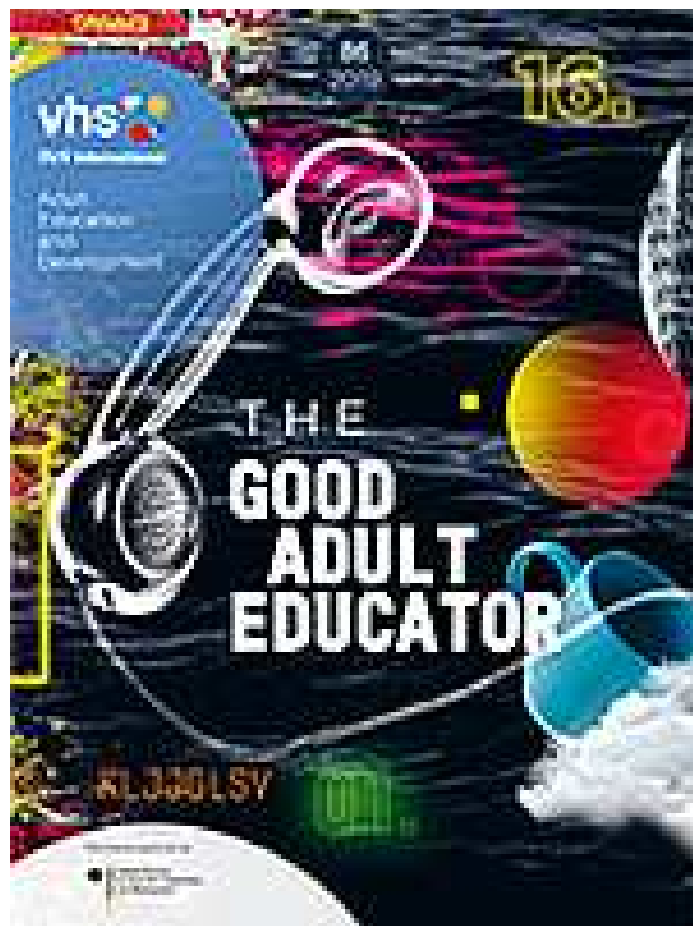


Concluding pointers ctd.



Universities should make use of their **research functions to be supportive to the full lifelong learning spectrum**, not only formal education but increasingly with an ALE perspective.

Adult education and community learning centres as well as colleges and universities are best placed to play **leading roles for citizenship education and education for sustainable development** aspiring a peaceful world and people living together.



<https://www.dvv-international.de/en/adult-education-and-development/editions>

Köszönöm szépen
Vielen Dank
Thank you



hinzenh@hotmail.com

