



IIEP/UIIL Online Course on 'Strengthening Alternative and Non-Formal Education for Youth and Adults in Education Sector Plans'

23 November 2020 - 12 February 2021

COURSE OVERVIEW

Dates: The course will run for 9 weeks from 23 November 2020 to 12 February 2021, with a 3-week break (from 21 December to 8 January 2021) in-between. It will also include a 10-day preliminary orientation phase (13–22 November).

Objective: To provide participants with the necessary knowledge and skills to strengthen alternative and non-formal education for youth and adults in education sector plans, within a lifelong learning perspective.

Participants: Teams (4–6 members) of professionals from: (i) ministries of education, particularly from educational planning departments at central and provincial levels as well as non-formal education, adult education, and literacy departments; (ii) lifelong learning institutions or departments; and (iii) development/international organizations specialized in education; and (iv) universities or other training institutions in the field of education and development.

Language: English.

Workload: 5–8 hours per week.

Fees: USD 550 per participant.

Application deadline: 30 September 2020.

INTRODUCTION TO THE COURSE

Through the 2030 Agenda for Sustainable Development, in particular Sustainable Development Goal (SDG) 4, Member States have committed to 'ensure inclusive and equitable quality education and promote lifelong learning opportunities for all'. The concept of lifelong learning has thus been reaffirmed as a guiding principle and operational framework for education systems.

The knowledge, skills, and competencies required by today's knowledge societies and economies are rapidly evolving to match the pace of economic, technological, and social change. The need to provide learning opportunities to individuals throughout life therefore continues to grow. The current COVID-19 pandemic reaffirms the importance of inclusive access to new knowledge and skills for all, to foster a capacity to cope with new challenges. Health education, financial skills, digital skills, family learning, and citizenship skills are all highly relevant, with basic literacy and numeracy as fundamental foundations. Responding to this need will require flexible learning pathways, strong links between formal and non-formal education frameworks for the recognition, validation, and accreditation of non-formal and informal learning outcomes, and funding mechanisms.

The promotion of lifelong learning is critical for both young people and adults, and especially those from marginalized and vulnerable groups, particularly in view of the 2030 Agenda's emphasis on leaving no one behind. Although progress has been made, some 773 million adults around the world are lacking basic reading, writing, and numeracy (literacy) skills, the majority of them women¹; and many more do not have sufficient literacy proficiency to meet the demands of their work and social life. Worldwide, 358 million youth are not in education, training, or employment², and

¹ Source: UIS 2020, accessed in July 2020 (<http://uis.unesco.org/en/topic/literacy>)

² Source: World Bank Data, accessed in March 2020 (<http://data.worldbank.org/indicator/SL.UEM.NEET.ZS/countries?display=default>)

617 million children and adolescents are not achieving minimum proficiency levels in reading and mathematics³. Often, low-level literacy skills go hand in hand with poor vocational and life skills. Moreover, in fast-changing environments, skills and competences previously acquired can rapidly become insufficient or outdated. Youth and adults with low literacy skills cannot exercise their rights and responsibilities as citizens.

This situation constitutes a complex challenge and has direct implications for development. Countries often attempt to tackle it using youth and adult learning or non-formal education policies and programmes. These include youth and adult literacy initiatives, vocational/professional training, and continuing education. Typically, within such policy frameworks, specific provisions target young people and adults who missed out on formal education or training, who have no or insufficient literacy and numeracy skills or low levels of qualification and skills. Hereafter, we will use the term 'alternative and non-formal education for youth and adults' (or ANFE) to refer to the totality of this provision.

Yet many of these countries do not provide sufficient learning opportunities for young people and adults out of formal education system to acquire basic skills and sufficient literacy and numeracy skills, nor do they provide opportunities for non-formal vocational training or continued learning in different domains (health, agriculture, disaster preparedness and management, etc.). Moreover, ANFE is often not addressed adequately in education sector plans (ESPs) and suffers from insufficient funding as a result. In an emergency situation like the COVID-19 pandemic, the absence of a well-developed system for ANFE at the national level can exacerbate difficulties in providing rapid and timely responses to learning needs. Therefore, it is important that education systems adopt a comprehensive and holistic approach that integrates all forms of education and training from a lifelong learning perspective. This is especially important for those young people and adults who are often excluded from formal education. This should be reflected in both education policies and ESPs and requires a sector-wide and cross-sectoral approach. Implementation requires not only stakeholders that represent all groups of society, from all relevant fields and ministries at national and local levels within the public and private sectors to civil society organizations, but it also needs a comprehensive governance and monitoring system.

COURSE OBJECTIVES

The objective of the course is to equip participants with the technical knowledge and skills to ensure that marginalized youth and adult learning issues are better reflected in national plans and become an integral component of sector-wide education plans within a lifelong learning perspective. In the long term, a stronger focus on ANFE in sector plans will guide the development of holistic lifelong learning systems, ensuring that all young people and adults can learn and continue learning in a changing world.

Upon completion of this course, participants should be able to:

- Discuss key concepts and categories applied in ANFE, including social and private benefits and service provision challenges;
- Describe the main steps of the ESP preparation process;
- Analyse the current state of ANFE in the education sector to identify gaps in service provision, demand, and opportunities for development;
- Develop ANFE strategies based on an education sector analysis;
- Design implementation programmes with costed activities to promote and improve the ANFE; and
- Develop an ANFE M&E plan for the ESP.

³ Source: UIS 2017, accessed in February 2018 (<http://uis.unesco.org/en/topic/literacy>)

PARTICIPANTS' PROFILES

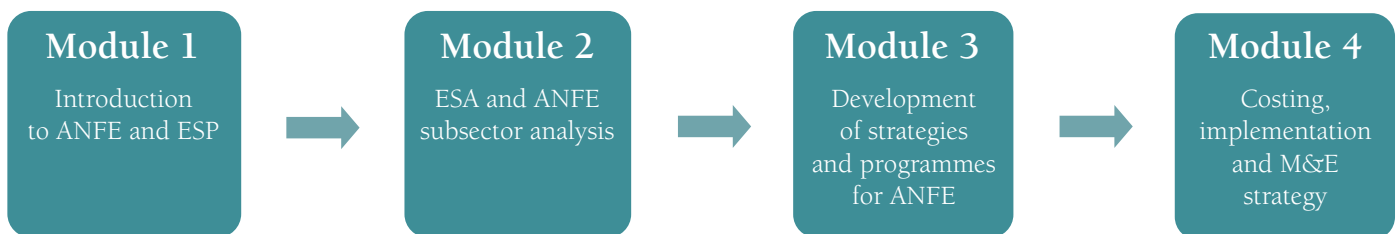
The course is designed for mid- and junior-level staff members from professionals from: (i) ministries of education, particularly from educational planning departments at central and provincial levels as well as non-formal education, adult education, and literacy departments; (ii) lifelong learning institutions or departments; and (iii) development/international organizations specialized in education; and (iv) universities or other training institutions in the field of education and development.

Please note that:

- Participants must have basic knowledge of key education statistics and indicators.
- Each country team must designate one person as 'Group Coordinator'. Please refer to the 'Learning modalities' section of this information note.
- Participants should have reliable access to the internet and meet the requirements described in the annex 'Technical requirements'.
- The participation of women who are staff members of the above-mentioned departments and units is highly encouraged.

COURSE STRUCTURE AND CONTENT

The course will be organized in four modules as follows:



Module 1: Introduction to alternative and non-formal education for youth and adults and education sector plans (2 weeks)

Module 1 will present the key concepts and categories in alternative and non-formal education for youth and adults (ANFE) from a lifelong learning perspective, target groups and areas of education, arguments for including ANFE in education sector plans (ESPs), and a brief introduction to the ESP process. It affirms lifelong learning as a holistic approach to education and defines the target group termed 'marginalized youth and adults'. The module then moves into specific areas of learning before its focus shifts to the case for ANFE's inclusion in ESPs, supported by evidence-based arguments. Finally, a brief overview of the ESP process and its application to ANFE brings the module to a close.

Learning objectives

Upon successful completion of Module 1, participants should be able to:

1. Explain the key concepts and categories of ANFE, using in particular the UNESCO Recommendation on Adult Learning and Education (RALE) and the Education 2030 Framework for Action, including definitions, target groups, areas of learning, and scopes;
2. Explain the rationale for planning and provision of education and training opportunities at national level for ANFE; and
3. Describe the approach and technical steps used to prepare an ESP.

Module 2: Education sector analysis and ANFE subsector analysis (2 weeks)

In Module 2, an introduction to the education sector analysis (ESA) process helps participants understand its rationale, approaches, steps, and key components. The module will help identify and analyse challenges and opportunities associated with existing policy, planning, programmes, costs, and financing. It will also cover the steps and criteria used to identify priority policies, objectives, targets, and strategies of an ESP that includes ANFE. Participants will analyse the main factors of disadvantage and inequality to understand potential barriers to participation in education and training by youth and adults. Moreover, the cost and expenditure on ANFE programmes will be analysed to help understand past trends as well as to make a case for improved investment by the government and other stakeholders. After analysing the various components that contribute to quality and relevance, participants will learn how to identify relevant data and data sources by analysing their own policy documents and will then be able to provide evidence of challenges and policy solutions for ANFE.

Learning objectives

Upon successful completion of Module 2, participants should be able to:

1. Explain the purposes of and approaches to an ESA;
2. Apply a coherent analytical framework (policy, governance, equity, quality, and financing) to identify and describe challenges in supply and demand of ANFE;
3. Identify relevant data and other evidence to support analyses of challenges related to supply and demand of ANFE; and
4. Identify priority issues for ANFE in the subsequent ESP

Module 3: Development of strategies and programmes for ANFE (2 weeks)

Module 3 addresses one of the core parts of ESP preparation focusing on ANFE. It will allow participants to apply the key findings from the ESA and translate them into evidence-based strategies and activities to improve ANFE in their country. The module will introduce participants to the SMART principles and result-based programming. At the end of the module, participants are expected to write up descriptions of the strategies and programmes for one or two priority areas identified in the previous modules.

Learning objectives

Upon successful completion of Module 3, participants should be able to:

1. Define broad and long-term policy orientation and goals based on the ESA findings;
2. Identify one or more strategies to address selected priority issues related to the improvement of ANFE;
3. Design and write result-based priority programmes with objectives and targets; and
4. Verify the feasibility of proposed targets to achieve the policy/strategic objectives.

Module 4: Costing, implementation, and monitoring and evaluation strategy (2 weeks)

Module 4 introduces the costing of proposed ANFE programmes. It then moves to the implementation arrangements, identifying departments, units/agencies, and stakeholders responsible for implementation. Another major topic of the module is monitoring and evaluation (M&E): it establishes the importance of developing M&E mechanisms for a programme's implementation and guides participants to create a feasible M&E plan.

Learning objectives

Upon successful completion of Module 4, participants should be able to:

1. Explain the process and components of ESP costing and financing;
2. Estimate the cost by programme and explain variations in costs;
3. Define implementation arrangements and the key components of annual operational plans;
4. Describe the monitoring process, purposes, and responsibilities; and
5. Create a M&E plan for the ESP with a list of indicators, verifiable data, and methodology.

COURSE CALENDAR

The course will run for 9 weeks from 23 November 2020 to 12 February 2021, not including a 3-week break from 21 December 2020 to 8 January 2021. It will be preceded by a 10-day preliminary phase to test communications and allow participants to become familiar with the e-learning platform. Participants are expected to spend an average of 5–8 hours per week on the course.

LEARNING MODALITIES

The course engages participants in an interactive and practice-oriented learning approach. Throughout, participants will be expected to undertake practical exercises to directly apply the knowledge and skills acquired in modules.

The training will be based on the three learning modes:

- **Individual study** of the reading materials and interactive presentations available on the e-learning platform, personal reflection, and completion of individual quizzes;
- **participation** in group meetings (in-person and/or virtual), during which country teams will discuss participants' individual responses and develop a joint response in the form of a group report for each module; and
- **contribution** to online exchanges allowing interaction with course instructors and participants from other institutions and countries.

One member per team will be appointed as 'group coordinator'. The group coordinator – preferably someone who works in a key position within their institution/organization – will be responsible for reminding participants of the work schedule and tasks to be completed, scheduling and organizing group meetings, ensuring that reports are submitted on time, etc.

All participants must be able to read, speak, and write in English.

ASSESSMENT AND CERTIFICATION

The course will combine two assessment modalities:

Group assessment: Throughout their training, participants will be asked to prepare and submit group assignments to the course instructors, who will annotate and mark them. These activities will be evaluated on a pass or fail basis.

Individual assessment: To validate participation, participants must attend at least 75 per cent of the group meetings and contribute actively to group work. Group coordinators will record attendance. In addition, participants will be required to participate in online discussions and complete individual quizzes.

Participants who meet the above-mentioned requirements will receive a UNESCO certificate of participation from IIEP and UIL.

PARTICIPATION FEES

The tuition fee is USD 550 per participant. If your team's application is accepted, your ministry and/or organization must transfer the required tuition fee to the UIL bank account to validate registration. It is imperative that the participation fee be transferred at least two weeks before the beginning of the course. A delay will result in cancellation of the registration.

Once a team's application has been accepted, the regional or national offices of international agencies can, if necessary, be approached for funding of participation costs. These include, among others, the World Bank, the Asian Development Bank, the African Development Bank, the European Union, bilateral donors, UN agencies such as UNICEF, and private foundations.

REGISTRATION

IIEP and UIL will send out an invitation letter to ministries of education and other institutions. These institutions will select a group or groups of participants (4–6 members) who will work together for the duration of the course.

National teams will take precedence for enrolment in the course. However, individual applications from education professionals will also be accepted (up to 20 per cent of enrolments).

Applications must be completed online via the following link, by **Wednesday 30 September 2020**:

<https://training.iiep.unesco.org/faces/AccessDirectNonAuth.xhtml?ir=45912&rio=>

The selected teams will be informed of their registration status soon after they have submitted their application.

CONTACTS

For information on content please contact:

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TECHNOLOGY EQUIPMENT

The IIEP Virtual Campus platform is based on the Moodle learning management system. IIEP courses delivered on the platform provide participants with a variety of training materials and interactive resources and tools, such as discussion forums, videos, instructional presentations with audio, quizzes, individual and group assignments, etc. In order to participate in the course, learners must make sure they meet the following technical requirements:

<p>Browser</p>	<p>The IIEP platform (Moodle) is compatible with the majority of browsers:</p> <table border="0"> <tr> <td data-bbox="485 465 837 499"> <p>Desktop or laptop computer</p> <ul style="list-style-type: none"> • Internet Explorer • Mozilla Firefox • Google Chrome • Safari • Edge </td> <td data-bbox="1029 465 1204 499"> <p>Mobile device</p> <ul style="list-style-type: none"> • MobileSafari • Google Chrome </td> </tr> </table> <p>NOTE: The following older versions of these browsers have been known to have issues with Moodle 3.2 – please avoid them:</p> <ul style="list-style-type: none"> • Internet Explorer 10 and older • Safari 7 and older <p>To ensure optimal security and user experience, it is recommended to use the most recent version of your browser.</p>	<p>Desktop or laptop computer</p> <ul style="list-style-type: none"> • Internet Explorer • Mozilla Firefox • Google Chrome • Safari • Edge 	<p>Mobile device</p> <ul style="list-style-type: none"> • MobileSafari • Google Chrome
<p>Desktop or laptop computer</p> <ul style="list-style-type: none"> • Internet Explorer • Mozilla Firefox • Google Chrome • Safari • Edge 	<p>Mobile device</p> <ul style="list-style-type: none"> • MobileSafari • Google Chrome 		
<p>Pop-up windows</p>	<p>Configure your browser so that it allows pop-up windows from the IIEP platform. If necessary, consult the Help for your browser, or contact us if you need help.</p>		
<p>Sound card, headset, speakers</p>	<p>In order to listen to videos, etc., your computer must have a sound card and you will need a headset, earphones or speakers.</p>		
<p>Microsoft Word and Excel</p>	<p>Several courses require you to download and work with Word, Excel or PowerPoint documents. If you don't have Microsoft Office, you can download Open Office, a free suite of software which will allow you to open and edit MS Office files.</p>		
<p>Adobe Reader</p>	<p>You will need a PDF viewer to open and view PDF files. You can download Adobe Reader for free. https://get.adobe.com/reader/</p>		
<p>Internet connection</p>	<p>If you have a high-speed Internet connection, it will be easier and more enjoyable for you to take the course and benefit from all available resources.</p> <p>Minimum recommended connection speed: 500 Kbps</p>		

Ensuring optimal streaming speeds is especially important for videos. Make sure to close as many other tabs, browsers, and programmes as possible while streaming your content. It may also help to hardwire your Internet connection, rather than using a wireless network connection.