

Curriculum globALE - Competency-based reference framework for the training of adult educators , 26 May 2021

How to apply Curriculum globALE



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CG - what is defined and recommended

- ❑ The learning outcomes form the core of the standard setting, which is consistent across all countries and should not be changed
- ❑ GC defines the competencies that all adult educators should possess, regardless of the geographical, institutional or domain specific context in which they work.
- ❑ Each module description contains:
 - a compilation of topics and questions for self-reflection;
 - recommendations for methodological didactic implementation;
 - recommendations on timeframes for individual modules.
 - recommended order, duration
- ❑ While there are many ways to teach certain types of content, core competencies should remain the backbone of the programme.

CG – doesn't prescribe and it's adaptable

- ❑ Curriculum prescribes neither requirements for implementation nor those for assessment and certification
- ❑ Although suggested content presents a common core, training programmes could be adapted to a particular level or complemented with locally or nationally significant approaches, issues or authors.
- ❑ The exact shape and character of the training programmes may vary – even considerably – according to local needs.



Curriculum globALE – how is an adaptation possible?

Content and methods of training

- ❑ There are Elective Modules (2-3)
- ❑ CG „invites“ elements of local/national in the core modules
- ❑ There are several cross—cutting issues that open spaces for adaptation
- ❑ The methods used, examples, and exercises should have local/national character or relevance
- ❑ Teaching materials and literature can be chosen or developed
- ❑ Trainers are encouraged to apply target-group oriented approach



Curriculum globALE – how is an adaptation possible?

Organizational and formal aspects



- Modularised approach enables various combinations
- The curriculum can be organized into temporal lesson units using a number of models
- Flexibility in the implementation
- Possibility to apply PLA (RPL)
- Variety of partners / stakeholders that should be included
- Many models of integration into the national frameworks
- Could be aligned with national policy and local demands

Next steps

- UNESCO/UIIL, DVV International, DIE, ICAE will continue to have CG on the agenda...
- Further implementation!
- There are helpful web sites:

<https://unesdoc.unesco.org/ark:/48223/pf0000377422>

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

<https://www.dvv-international.de/en/ale-toolbox/teaching-and-training/curriculum-globale>

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

