

CURRICULUM GlobALE - MODUL 0
Dar es Salaam, 12-13 September 2022

REPORT

The Marrakech Framework for Action (MFA) highlighted the challenges of ALE in African states, which face persistent education challenges; adult illiteracy remains one of the biggest global problems and one of the main tasks for Africa. Therefore, professionalization of trainers through ToT (training of trainers) - literacy trainers and facilitators, will have special attention. Based on manifold experiences and the significant improvement of the competences of adult educators, DVV International decided to include professionalisation in their follow-up plans for CONFINTEA VII and in the implementing priorities of Marrakech Framework for action. In that context, DVV International office East Africa / Horn of Africa decided to present Curriculum GlobALE to the partner countries these countries and to explore with them the possibilities of implementation of Curriculum GlobALE and necessary steps of the process.

MODULE 0 - preparatory and strategic meeting for the implementation of Curriculum GlobALE in East Africa, was held on 12-13 September in Dar es Salaam, with the representatives of three countries: Tanzania, Uganda, Ethiopia, and the members of the DVV International regional and national offices.

The meeting was organized in the premises of the University of Dar es Salaam, in a very convenient space that provided perfect conditions (together with perfect organisation and logistics) for such a strategic discussion. The most relevant representatives of stakeholders from each of three countries were present (*see participants list*) and took part in the analytic and profound discussion, showing interest and full commitment.

According to the programme (*see detailed programme*), Curriculum globALE was presented and participants gained detailed knowledge about the content, ways of implementation, previous experiences from different cultural contexts and possibilities and modalities for the adaptation to their national context. The most of the meeting was used to get knowledge on the national education system of three countries (*see country presentations for details*), focused on teacher training and train-the-trainer and qualification system.

Summary of the country reports:

Tanzania: In the Tanzanian context, education is spearheaded by two Ministries. One ministry is responsible for policy making (Ministry of Education Science and Technology) while other ministry implement the policies (President Office, Regional Administration and Local Government). With regard to preparation of Adult Educators, Universities (eg

University of Dar es Salaam and University of Dodoma), Institutes like Institute of Adult Education and other teachers' colleges are responsible in preparing Adult Educators as a profession with different levels of qualifications. Eventhough, there are experts from different sectors like Agriculture who engaged in educating youths and adults in their areas of specialization, of which Curricullum GlobALE can take them onboard for effective implementation of Adult Education in Tanzania.

Uganda:

In Uganda, four categories of trainers exist and these include professional educators in institutions of learning qualified with PHDs and Masters degrees; Master Trainers from the ministry in charge of ALE, and key partner organisations with Masters and Bachelor's degrees; Trainer of Trainers in the district local governments with similar qualifications and Community Facilitators with an Ordinary Level Certificate.

The country adopted a cascaded top-down training model with each of the above categories of trainers playing different roles including; material development, setting standards, conducting training, quality assurance, resource mobilisation, monitoring and support supervision, and assessment, among others.

Among the many areas of training are; facilitation literacy and numeracy, adult learning principles, financial literacy, business skills development, community mobilization, reporting, non-formal vocational/livelihood skills training, and group dynamics among others.

However, there is a need for further investment in in-service training as most of the managers and supervisors of ALE programs in Uganda do not have background training in ALE yet only receive task-oriented training for a very limited number of days without an elaborate and guiding curriculum. This justifies the need for adopting and/or adapting a more structured and competency-based training system like curriculum globale.

Ethiopia: The legal bases of adult education in Ethiopia are the national policies and strategies. Even if adult education has been practiced for a long period, it lacks consistency in its provision as it has not be anchored in an adult education-specific policy. The ANFE department in MoE has two desks with more than 15 ANFE experts. These are:

- 1) Adult Basic Literacy Program Desk responsible for Literacy education & learning only
- 2) Non-Formal and Lifelong Learning Desk; Responsible for vocational skills training, distance, evening, ALP, Adult refugees, and home-schooling programs

The strategy indicates that the component of ANFE and Different Programs are as follows:

- Adult Basic Literacy Program (one-year program)
- Vocational Skill Training Program for youth & adults (70 different modules)
- Distance Education Prograde grade (5-12)
- Evening Education Program grades (1-12)
- Accelerated Learning Program (age 9-14)
- Special Literacy & skills training programs for youth and adult refugees

ANFE personnel

The federal MoE and Regional education bureaus ANFE managers and senior experts are regularly MA holders in adult education and community development, whereas the ALE experts in the districts are at least BA graduates in adult and community development. The Educational background and types of facilitators are varied from region to region and from district to district according to the availability of facilitators and Volunteers

The results of this part of **needs analysis** showed clearly:

- There is a need in all three countries for a structured, systematic effort to improve existing practices in the field of train-the-trainer. The need is validated based on experience, academic insight and benchmarking;
- There are existing ToT programmes in all three countries, but they are not satisfying the needs of the countries: they are deficient in some of the following ways:
 - too short,
 - not systematic and comprehensive,
 - not enough of high quality,
 - not publicly recognized.
- Main stakeholders agreed about interest to apply an internationally recognized, competency-based programme for training of adult education staff – Curriculum globALE and confirmed its usefulness in different areas of adult education – literacy, vocational education, citizenship education, education for sustainable development, etc.;
- Participants found out that Curriculum globALE is an adequate programme for the implementation in their countries, in terms of the content and methodology, and

that it could be integrated into their national frameworks, so existing experiences and structures are used in the best possible way. It can also contribute to the recognition of the staff working in the field, including social recognition, which can be an important factor in increasing public recognition of adult education as a field.

The integration of Curriculum globALE into the national systems is a complex process that required many carefully analysed and prepared steps and the involvement of various partners. Therefore, participants agreed on some **Strategic directions**:

- to start with the implementation of Curriculum globALE, in a form of regional activity and in cooperation with DVV International;
- to make the group act as *Steering Committee*, that will:
 - o prepare the concrete steps for the implementation,
 - o monitor and advise the single phases of implementation,
 - o continue to explore the integration of Curriculum globALE into the system of the respective country, checking structural and systemic arrangements and necessary procedures (short and long-term), with respect to NQFs too; Both vertical and horizontal integration should be explored;
 - o Explore the possibility of regional recognition of Curriculum globALE certificate;
- to act as the main partner of DVV International and discussion and decision-making on issues related to Curriculum globALE and related efforts on professionalisation of adult education;
- to work intensively on interministerial cooperation, so Curriculum globALE can help improving education in various important fields: health, agriculture, VET, etc.;
- to keep the involvement of various stakeholders in the process; governmental bodies, institutions and organizations; academia, university and researchers; civil society organisations and networks, providers and representatives of CLCs and similar structures.

The action plan was created in the meeting and next steps were made towards the implementation of training based on Curriculum globALE and the first stage – organising and conducting Module 1. Based on the previous input, participants agreed:

- to organise trainings in the 'rotation' mode, every other in a different country, to start with Module 1 in February/March in Ethiopia (tbc);
- to work with the group of 18 trainers (5 participants x 2 countries, plus 3 DVV representatives), that will be selected according to the agreed criteria;
- to send the joint invitation (host country and DVV International), that will consist of three parts:

- explanation of the context, needs for adult learning and education, recommendations of Marrakech Framework for Action and outcomes of the conference held in Dar es Salaam in September 2022,
- short description of Curriculum globALE – aims, content, character, organisations that created it,
- information about the host country and logistic details;
- to organise the final examination after the Module 5, in a form of performing-activity, where participants will deliver one training-session each (or as a couple);
- to issue *Certificate of participation* after each of the modules and *Curriculum globALE certificate* after passing the examination, signed by the representatives of: DVV International, ICAE, and one country representative (function/person to be discussed and confirmed later).

The most important question that was discussed with regard to the participants was the selection and the criteria of it. The analysis of national input provided the results with some commonalities needed to have a relatively heterogeneous group, but also some national specific characteristics. The agreed criteria included:

- Participants in future trainings should be trainers – people who already have experience in training adults, but without systematic preparation/training for this work. An exception could be made in terms of the type of training experience – candidates don't have necessary to prove the number of trainings conducted, but also facilitation, moderation, guiding group of youth and adults in various learning situations;
- Candidates should have a university level of education, no matter what type of. If they do not have social sciences background, they should have a record of some activities in youth and adult education that provided them at least basic knowledge in the field;
- Candidates are NOT chosen as representatives of organisations, they should NOT be chosen based on their function or title;
- However, candidates should possibly come from institutions and organisations that have the capacity to implement similar programmes in the future and to take the role in the process of further professionalisation, and also act as trainers or in related roles in the projects of national bodies or DVV International. They will also commit themselves to take part in the multiplication of trainings at the national and, if applicable, at the regional level;
- Candidates MUST agree to take part in all five modules of Curriculum globALE; only some *force majeure* can be an excuse for absence;

For the selection process following aspects were considered:

- The process will be opened (not necessarily publicly opened!) and members of the Steering Committee will share the invitation with respective national bodies and organisations;
- Records of education and experiences of candidates will be required, recommendations are welcome, including recommendations from the members of the Steering Committee and DVV International offices:
- The selection process will start in November and will be completed by the end of February;

As for the additional criteria for single countries, clarifications were made as follows:

- **Tanzania:** the discussion was made about two possible groups: trainers and facilitators, and the former group, related to the Institute for Adult Education, was chosen. First, because they have the capacity to train facilitators and so called para-professionals, and the other way around wouldn't be possible; second, the good experience was already made with the compact training for FDC trainers; and that it has resident tutors already in each region. However, for Master Trainers, during the meeting, it was suggested that for representatives from the country, the diverse representation should be observed that is from the two responsible Ministries, University, Institute and others.
- **Uganda:** Similar logic was used when trainers at the district level were recommended as candidates, since there are experts trained at the university level, and facilitators at community level. So, trainers could be central in a 'cascade' model;
- **Ethiopia:** First group that was considered - adult education experts (who usually have university MA degree), has various roles at a higher level. Namely, they are included in strategic discussions and processes, so trainers are more adequate as candidates for Curriculum globALE. Similar logic as in two other countries – they can train facilitators (especially BFAL facilitators) and act as multipliers later in the process.