



IIEP-UNESCO Online Course on

'Mainstreaming adult/non-formal education into Education Sector Plans: A lifelong learning perspective'

organised with UNESCO Institute for Lifelong Learning (UIL)

2 October - 27 November 2018

COURSE OVERVIEW

Dates: 2 October to 27 November 2018 (8 weeks), with a two-week preliminary phase (18 September-1 October) for testing communications on the online platform.

Objective: To provide participants with the necessary knowledge and skills to strengthen and mainstream adult/non-formal education into education sector plans, within a lifelong learning perspective.

Participants: Teams (4–6 members) of professionals from ministries of education, particularly from educational planning departments at central and provincial levels and non-formal education or adult education/literacy departments; personnel from development/international organizations specialized in education; researchers and academics in the field of education and development.

Language: English.

Workload: 5–8 hours per week.

Fees: USD 550

Application deadline: 29 June 2018.

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'. In this context, the concept of lifelong learning has 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 in line with the pace of economic, technological, and social change. There is thus a growing need for ensuring that learning opportunities are provided throughout life. Responding to this need will require flexible learning pathways, a strong articulation between formal and non-formal education, and frameworks for the recognition, validation, and accreditation of non-formal and informal learning outcomes in addition to different funding mechanisms.

The promotion of lifelong learning is critically important for both young people and adults, and even more so for marginalized and vulnerable groups, particularly in view of the strong emphasis on leaving no one behind in the 2030 Agenda. Although progress has been made, some 750 million adults around the world remain illiterate, the majority of them women¹; and many more do not have sufficient literacy proficiency levels to meet the demands of their work and social life. Worldwide, 358 million youth are not in education, training, or employment², and 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, previously acquired skills and competencies can rapidly become insufficient or outdated.

¹ Source: UIS 2017, accessed in February 2018 (<http://uis.unesco.org/en/topic/literacy>)

² Source: World Bank Data, accessed in May 2016 (<http://data.worldbank.org/indicator/SL.UEM.NEET.ZS/countries?display=default>)

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

This situation constitutes a complex challenge for all countries, and has direct implications for development prospects. While addressing this challenge requires a holistic approach, countries often attempt to tackle it through adult learning and education⁴ /non-formal education policies including youth and adult literacy, vocational/professional training, and continuing education. Typically, within such policy frameworks, specific provisions target young people and adults who missed out 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 ‘adult/non-formal education’ to refer to the totality of this provision.).

Yet, many countries do not provide sufficient learning opportunities for young people and adults to acquire basic skills and sufficient literacy and numeracy skills, nor do they provide opportunities for non-formal vocational training, upskilling or reskilling, or for continued learning. Moreover, frequently adult/non-formal education is not adequately addressed in education sector policies, strategies, and plans, and suffers from insufficient funding. Therefore, it is urgent that education systems adopt a comprehensive and holistic approach, which fully integrates all forms of education for young people and adults, in a lifelong learning approach. This should be reflected in education policies and education sector plans (ESPs) and requires a sector-wide and cross-sectoral approach, involving stakeholders from all relevant fields and ministries, at national and local levels from the public and private sectors and civil society organisations, representing all groups of society as well as a comprehensive governance and monitoring systems.

COURSE OBJECTIVES

The main objective of the course is to equip participants with the necessary knowledge and skills to develop and implement sound strategies to ensure that adult/non-formal education is strengthened and becomes part and parcel of sector-wide education plans within a lifelong learning perspective. In the long term, this will enable them to contribute actively to the development of holistic lifelong learning systems, which will ensure that all people learn and can continue learning in a changing world.

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

- Discuss key concepts related to lifelong learning, non-formal education, adult learning and education and youth and adult literacy;
- Review current trends and issues related to lifelong learning, adult/non-formal education and literacy;
- Analyse the current state of adult/non-formal education in their national education systems and identify gaps and opportunities, taking a lifelong learning approach;
- Formulate strategies to develop and/or strengthen adult/non-formal education and literacy in national education plans, taking a lifelong learning approach;
- Identify governance structures and processes at national and sub-national level (e.g. cities, districts, and communities) to implement such strategies.

PARTICIPANTS' PROFILES

The course is designed for professionals from ministries of education, particularly from education planning departments at central and provincial levels, as well as from non-formal education or adult education/literacy departments; personnel from development/international organizations specialized in education; and researchers and academics in the fields of education and development.

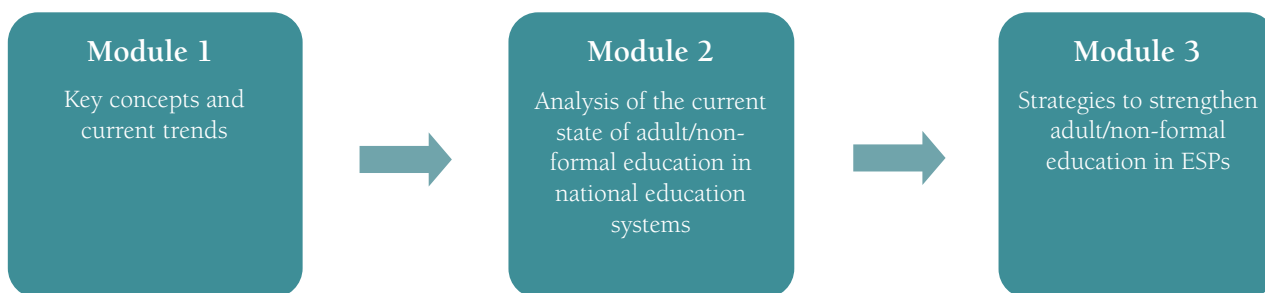
The participation of women professionals is highly encouraged.

Please note that participants must have good knowledge of key education indicators. They should also have reliable access to the internet and meet the requirements described in the annex, ‘Technology requirements’.

⁴ Adult learning and education is a core component of lifelong learning and the [2015 UNESCO Recommendation for Adult Learning and Education](#) broadly defines it as comprising all forms of education and learning that aim to ensure that all adults participate in their societies and the world of work. It should be noted that while, in a number of countries, the provision of adult education is considered non-formal, in other contexts, it is considered formal if it is equivalent to formal schooling or higher education and leads to a certificate.

COURSE STRUCTURE AND CONTENT

The course will be organized in three modules as follows:



Module 1: Key concepts and current trends (1 week)

Module 1 presents the theoretical foundation and conceptual framework of the course. It will provide participants with a conceptual understanding of (a) lifelong learning (learning at all ages, all levels, through all modalities – formal, non-formal, informal – in all contexts) and (b) non-formal education, adult learning and education, and youth and adult literacy. . Module 1 will also provide an overview of current thinking, trends in the field, both globally and at country level.

Learning objectives

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

1. Discuss key concepts related to lifelong learning, non-formal education, adult learning and education, and youth and adult literacy;
2. Explain current trends, issues and policies related to these areas.

Module 2: Analysis of the current state of adult/non-formal education in national education systems (3 weeks)

Module 2 will provide an introductory training on the analysis of the current state of adult/non-formal education in national education systems, taking a lifelong learning approach. It will provide a methodology to analyse how adult/non-formal education is set up, governed, implemented, monitored and evaluated in national education systems, and to identify challenges and opportunities for strengthened programming. The module will also identify how far the principles and key features of lifelong learning can be mainstreamed and applied in an education sector plan.

Learning objectives

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

1. Map the current policy landscape, governance structures, and ways in which adult/non-formal education, with a lifelong learning approach, is provided in their countries;
2. Identify challenges and opportunities in terms of governance structures, coordination mechanisms and partnerships, strategies and plans to implement policies for adult/non-formal education;

3. Identify challenges and opportunities in terms of the provision of adult/non-formal education programmes, their quality, inclusiveness, equity, and efficiency;
4. Analyse how adult education and literacy is monitored and evaluated and identify challenges and opportunities;
5. Analyse to what extent the principles and key features of lifelong learning are mainstreamed and applied in the education sector plan.

Module 3: Strategies to strengthen adult/non-formal education in ESPs with a lifelong learning approach (4 weeks)

Drawing on the findings of Module 2, participants in Module 3 will reflect on (and prioritize) what would need to be changed within the national planning process to strengthen adult/non-formal education within ESPs. In addition, the module will introduce key features and requirements for adult/non-formal education within a lifelong learning perspective, including flexible learning pathways; recognition, validation, and accreditation (RVA) frameworks and mechanisms; and governance structure and processes, resource requirements as well as monitoring of the sub-sector.

Learning objectives

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

1. Identify strategies to strengthen adult/non-formal education in national education plans taking a lifelong learning approach;
2. Propose strategies to strengthen flexible learning pathways for their national contexts, including RVA frameworks and mechanisms;
3. Identify governance structures and processes, and estimate resource requirements/costs at national and sub-national levels to implement such strategies;
4. Demonstrate the key role of monitoring and evaluation, using a results-based framework.

COURSE CALENDAR

The course runs from 2 October 2018 to 27 November 2018 (8 weeks), preceded by a two-week preliminary phase to test communications and become familiar with the e-learning platform that will be used during the course. Participants are expected to spend an average of 5–8 hours per week on the course.

LEARNING MODALITIES

The course will benefit from an interactive and practice-oriented learning approach. Throughout, participants will be asked to prepare practical exercises which will allow them to directly apply the skills acquired.

The training will be based on the following three learning modes:

- **individual study** of the reading materials and interactive presentations available on the course e-learning platform, personal reflection on questions and exercises, and completion of individual quizzes;
- **participation** in group meetings (either residential, virtual, or both), during which country teams will discuss participants' individual responses and develop a joint response in the form of a group report for each module;
- **contribution** to online exchanges and sharing of experiences, allowing interaction with the 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 his/her 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 and communicate 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: In order for their participation in the course to be validated, participants must attend at least 75 per cent of the group meetings and actively contribute to the group work. Group coordinators will record attendance during group meetings. In addition, participants will be required to participate in online discussions and complete individual quizzes.

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

PARTICIPATION FEES

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

If necessary, once a team's application is accepted, international agencies could be approached for funding of participation costs, at regional or country offices. 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 concerned 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 Friday, 29 June 2018:

https://app.wizehive.com/appform/login/IIEPOnline_Lifelong2018

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

CONTACTS

For information on content please contact:

Ms Rika Yorozu

Programme Specialist

Tel: +49.40. 44 80 41 24

E-mail: uil-elearning@unesco.org

For any other information, please contact:

Ms Angela Owusu-Boampong

Programme Specialist

Tel: +49.40.44 80 41 35

E-mail: uil-elearning@unesco.org

TECHNOLOGY EQUIPMENT

The course will be organized on a Learning Management System (Moodle) or ‘virtual classroom’ which provides participants with training materials and a variety of interactive resources and tools, such as discussion forums, videos, instructional presentations with audio, and quizzes. In order to fully participate in the course, candidates must ensure they meet the following requirements:

Browser	<p>The IIEP platform (Moodle) is compatible with the majority of browsers:</p> <table border="0"> <tr> <td data-bbox="485 427 836 461">Desktop or laptop computer</td> <td data-bbox="1031 427 1203 461">Mobile device</td> </tr> <tr> <td data-bbox="485 479 740 658"> <ul style="list-style-type: none"> • Internet Explorer • Mozilla Firefox • Google Chrome • Safari • Edge </td> <td data-bbox="1031 479 1262 546"> <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 – 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>	Desktop or laptop computer	Mobile device	<ul style="list-style-type: none"> • Internet Explorer • Mozilla Firefox • Google Chrome • Safari • Edge 	<ul style="list-style-type: none"> • MobileSafari • Google Chrome
Desktop or laptop computer	Mobile device				
<ul style="list-style-type: none"> • Internet Explorer • Mozilla Firefox • Google Chrome • Safari • Edge 	<ul style="list-style-type: none"> • MobileSafari • Google Chrome 				
JavaScript	JavaScript should be activated in your browser.				
Sound card, headset, speakers	In order to listen to videos, etc., your computer must have a sound card and you will need a headset, earphones or speakers.				
Microsoft Word, Excel and PowerPoint	Several IIEP online courses require you to download and work with Word, Excel or PowerPoint documents. If you do not have Microsoft Office, you can download Open Office, a free suite of software which will allow you to open and edit MS Office files.				
Adobe Reader	You will need a PDF viewer to open and view PDF files. You can download Adobe Reader for free.				
Internet connection	<p>Having a high-speed Internet connection will help allow you to enjoy the course and benefit from all available resources.</p> <p>Minimum recommended connection speed: 500 Kbps</p>				
Mobile devices	Although IIEP’s online courses are primarily designed to be followed on a personal computer, the design of site and course pages is responsive, meaning you can also use your smartphone or other mobile device to access courses, view videos, read and reply to forum messages, and so on. Feel free to give this a try!				