



Bundesministerium für
wirtschaftliche Zusammenarbeit
und Entwicklung



University of Dar es Salaam



PROFESSIONALISATION OF ADULT EDUCATION: CHANCES AND CHALLENGES IN THE POST-CONFITEA VII TIME

Dar es Salaam , 14-16 September 2022

In partnership with The Ministry for Education, Science and Technology, Tanzania

ABOUT THE CONFERENCE

Adult teachers and educators, volunteer tutors and other professionals engaged in adult learning and education (ALE) have the key role in ensuring quality of learning – Marrakech Framework for Action, recently adopted at the CONFITEA VII in Morocco, and clearly highlighted the need for the professionalisation of ALE.

Global policy framework for the professionalisation of ALE is given: *Agenda 2030*, especially SDG4 (UN, 2015) and within it: *Education 2030: Incheon Declaration and Framework for Action*; *Marrakech Framework for Action* (UNESCO, 2022) and UNESCO report, *Reimagining our futures together: A new social contract for education* (2021).

Marrakech Framework for Action underlines the need for comprehensive approach and partnership: All levels and pathways of professionalisation are important: pre-service, in-service and continuing training – in association with universities and research institutes, status and professional development trajectories, but also improvement of their working conditions, salaries etc. This contributes to system development, the importance of strengthening ALE at the local level - as a strategic dimension for planning, design and implementation for learning programmes, and for supporting training and learning initiatives at community learning centres (CLC).

UNESCO report *A new social contract for education* gives teachers and educators an important role: Teaching should be further professionalized as a collaborative endeavour where teachers are recognized for their work as knowledge producers and key figures in educational and social transformation. Poor quality instruction is seen as one of the important barriers in realising fundamental right to quality education throughout life.

The vision of the *International Task Force on Teachers for Education 2030* is also clear: teaching

should be a valued profession and every learner should be taught by qualified, motivated and empowered teachers within well-resourced, efficient and effectively governed systems to foster learning and achieve inclusive and equitable quality education for all.

Need to set standards and norms for educational provision, standards of practice or of standards for teacher preparation institutions, are highlighted in many of these documents. While they are quite developed in the field of children and youth education, ALE still lacks systematic efforts to develop common standard (knowledge and competencies) for the diverse teaching staff in ALE. *Curriculum globALE: competency framework for adult educators*, developed by UIL (UNESCO Institute for Lifelong Learning), DVV International (Institute for International Cooperation of the German Adult Education Association), DIE (German Institute for Adult Education. Leibniz Centre for Lifelong Learning) and ICAE (International Council for Adult Education) is the first comprehensive framework of competencies and practical tools for policy and practice towards the professionalisation of ALE, which is in use for many years already around the globe.

The contextual changes made professionalisation of ALE and literacy a highly discussed topic, namely, COVID-19 disruption showed the potential of online and digital learning, which helped to bridge the gap and prevent learning poverty. On the other hand, there is a tendency to promote digitalisation as the magical solution for all problems in learning and education and to create significant shift from investment in quality improvement including ToT to the investment in digital tools, neglecting other elements of quality assurance.

The conference PROFESSIONALISATION OF ADULT EDUCATION: CHANCES AND CHALLENGES IN THE POST-CONFINTEA VII TIME will focus on three main intertwined themes:

- **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 task for Africa. Therefore, analysing potentials of MFA, especially contributions by different stakeholders to the implementation and monitoring of MFA, will be discussed. The conference will formulate recommendations for the implementation and follow up of the MFA from the East African perspective
- MFA sees **professionalisation of ALE** as an important task, and the role of community learning centres which should be well-resourced with qualified adult educators. Therefore, the conference will explore state of the art of professionalisation of ALE, with the focus on East Africa, but also through sharing experiences with other regions and countries. ToT and the implementation of *Curriculum globALE* – experiences and plans will be also presented and explored.

In the context of professionalisation efforts, special attention at the conference will be given to the preparation for the implementation of the Curriculum GlobALE in East Africa, and the outcomes of the **Module 0 of Curriculum globALE**. They will be presented and further discussed, considering the needs of the countries for ToT and ways of adapting of the Curriculum GlobALE to the region. Strategic directions and Action plan for the implementation should be further informed and supported by the outcomes of the conference.

- The role of **Community Learning Centres (CLC) in ALE service delivery** will have the special attention, and their contribution to the implementation of MFA, as the main local and regional provider of adult education and literacy. The experiences of different service delivery models will be shared, followed by the launching of the regional CLC Guidelines for East /Horn of Africa.

AGENDA

Wednesday 14 September 2022

<p>09:00 – 13:30</p>	<p>Registration of participants</p> <p>Welcome coffee</p> <hr/> <p>Opening ceremony</p> <ul style="list-style-type: none"> • Vice Chancellor University of Dar es Salaam • Regional Director DVV International East/Horn of Africa • Acting Officer in Charge UNESCO Tanzania • Commissioner of Education, Ministry of Education, Science and Technology • Deputy Permanent Secretary of President Office-Regional Administration and Local Government (TBC) • Head of Regional Cooperation, German Embassy Dar es Salaam (German Embassy) <p>Opening by the Guest of honour: Minister of Education Science and Technology (TBC)</p> <hr/> <p>Key-note speech: CONFINTEA VII and MFA as the new global framework for ALE, and role/contribution of different stakeholders – Faith Shayo UNESCO Tanzania</p>
<p>13:30 – 15:00</p>	<p>Lunch break</p>
<p>15:00 – 17:00</p>	<p>Plenary round table: MFA as the policy framework for the professionalisation and Community Learning Centers. Insights from:</p> <ul style="list-style-type: none"> • Global report on adult learning and education (GRALE 5) – Prof. K. Popovic', International Council for Adult Education • CONFINTEA VII Regional Preparatory Conference for Africa – I. Kyaringabira, National Coordinator ICOLEW Programme and UNESCO Focal Point Uganda • Development of Adult Learning and Education in East Africa – Prof. Bhalalusesa, University of Dar es Salaam • DVV International's East African portfolio and contribution to global policies and agendas – F. Heinze, Regional Director East/Horn of Africa, DVV International <p>World cafe: Stakeholder cooperation, from policy making to integrated ALE service and partnership</p> <ul style="list-style-type: none"> • Policy maker – Ministry of Education, Ethiopia • Civil society – Tanzania (TBC) • Academia and researchers – Makerere University, Uganda • Providers and practitioners - District Community Development Officer, Uganda • Learners - Bahir Dar University, Ethiopia <p>Reports from the groups, discussion and recommendations</p>

PROFESIONALISATION OF ADULT EDUCATION:

Thursday, 15 September 2022	
09:00 – 11:00	<p>Setting the stage: Professionalisation of ALE in Tanzania – Dr. Ngumbi, Direcot, Institute of Adult Education</p> <p>Keynote speech: Global competencies and standards for ALE teachers – Carlos Vargas Tamez, UNESCO Paris</p> <p>Keynote speech: Transnational perspective of implementation of Curriculum globALE- Angela Owusu-Boampong, UNESCO/UIIL Germany</p>
11:00 – 11:30	Coffee break
11:30 – 13:00	<p>Plenary round table: Professionalisation of ALE – the view of stakeholders</p> <ul style="list-style-type: none"> • Policy makers – T. Everest Commissioner of the Ministry of Gender, Labour and Social Development, Uganda • Civil society - Prof. K. Popovic', International Council for Adult Education • Academia and researchers – University of Dar es Salaam • Providers, practitioners and trainers – M. Mjengwa, Karibu Tanzania Organisation
13:00 – 14:30	Lunch break
14:30 – 17:00	<p>Keynote speech: Redesigning ALE systems: Community Learning Centers (CLC) in global perspective – C. Jost, Director DVV International</p> <p>Plenary session: Regional operational CLC Guidelines East/ Horn of Africa – experience from the countries – F. Heinze, regional Director, DVV International</p> <p>Thematic groups: Development of CLC:</p> <ul style="list-style-type: none"> • CLC Uganda – The Parish Development Model - Ministry of Gender, Labour and Social Development, Uganda • Ethiopia – School-based CLC - Ministry of Education, Ethiopia • FDC and Curriculum globALE in Tanzania – KTO and FDC Principal <p>Conference Closing:</p> <ul style="list-style-type: none"> • Frauke Heinze, DVV International • PS/DPS MoEST
	Farewell coffee

Friday, 16 September 2022	
	<p>Field visit to the Folk Development Colleges - FDC</p> <p>Separate programme will be provided.</p>

