

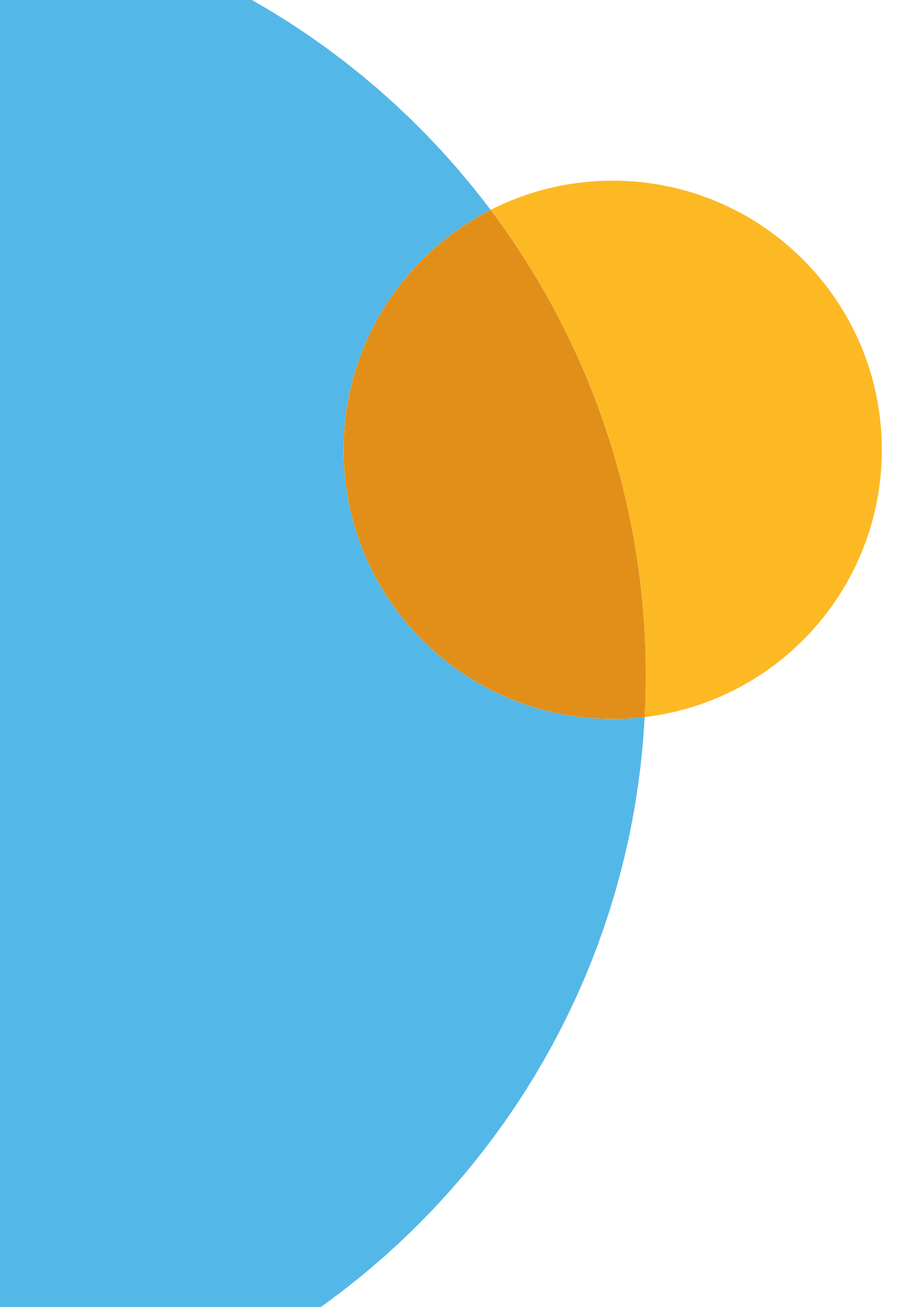
Curriculum managerALE

A Curriculum for Managers of Institutions of Adult Learning and Education

Supported by the



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**A Curriculum for Managers
of Institutions of Adult
Learning and Education**



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About DVV International

DVV International is the Institute for International Cooperation of the Deutscher Volkshochschul-Verband e.V. (DVV), the German Adult Education Association. DVV represents the interests of the approximately 900 Adult Education Centres (Volkshochschulen) and their state associations, the largest further education providers in Germany.

As the leading professional organisation in the field of adult education and development cooperation, DVV International has committed itself to supporting lifelong learning for more than 50 years. DVV International provides worldwide support for the establishment and development of sustainable structures for Youth and Adult Education.

We are a professional partner in dialogue with the local people. To achieve this, we cooperate with more than 200 civil society, government and academic partners in more than 30 countries in Africa, Asia, Latin America and Europe. Our country and regional offices build local and regional cooperation and ensure the quality and effectiveness of our action in our partner countries. Our work focuses on literacy and basic education, vocational training, global and intercultural learning, environmental education and sustainable development, migration and integration, refugee work, health education, conflict prevention and democracy education.

DVV International finances its work through funds from the Federal Ministry for Economic Cooperation and Development (BMZ), the German Federal Foreign Office, the European Union, as well as other donors. In concert with national, regional and global adult education associations, DVV International promotes lobby work and advocacy for the human right to education and for lifelong learning. To achieve this, we orientate ourselves on the UN Sustainable Development Goals (SDGs), the global education agenda Education 2030 and the UNESCO World Conference on Adult Education (CONFINTEA). DVV International supports the European and global exchange of information and expertise through conferences, seminars and publications.

Our Vision

We fight poverty through education and we support development. As a globally acting professional organisation for adult education, we build a sustainable system for further education along with citizens, educational organisations and governments. Together with the people in our partner countries, we establish places for lifelong learning.

ABBREVIATIONS

ALE	Adult Learning and Education
CG	Curriculum globALE
CLC	Community Learning Centre
DVV	Deutscher Volkshochschul-Verband e.V. (German Adult Education Association)
DVV International	Institute for International Cooperation of the German Adult Education Association
GRALE	Global Report of Adult Learning and Education
IALE	Institution of ALE
ICAE	International Council for Adult Education
OECD	Organisation for Economic Co-operation and Development
RVA	Recognition, Validation, and Accreditation
SDGs	Sustainable Development Goals
UIL	UNESCO Institute for Lifelong Learning
UIS	UNESCO Institute of Statistics
UN	United Nations
vhs	Volkshochschulen (Adult Education Centres in Germany)

PART I

A. Introduction to the Curriculum for Managers of Institutions of Adult Learning and Education

Rationale

As the Institute of DVV that provides worldwide support for the establishment and development of sustainable structures for Youth and Adult Education, DVV International has for the past years, in collaboration with partners, developed a comprehensive collection of ALE resources, among them curricula for people employed in ALE, providing the fundamentals of adult learning and education in the context of lifelong learning development. Many of these have been assembled in a toolbox which consists of instruments, methodologies and approaches in adult learning and education (ALE), which can be adapted to different regional and local social, cultural and economic contexts, as well as tailored to suit particular learning settings and individual needs. Of the curricula now available in the Toolbox, two stand out as a strong base for ALE. They are Curriculum globALE and Curriculum institutionALE, the former being a cross-cultural, output-orientated core curriculum for training adult educators worldwide, and the latter a framework for the organisational development of adult education institutions. Curriculum globALE has been piloted in many DVV International project countries with the expected level of success. It has been selected by UNESCO Institution for Lifelong Learning (UIL) as a certificate programme to be implemented internationally. However, together they are a necessary but not a sufficient condition for ALE to fully and stably develop. A third leg of the series of curricula which also includes the Curriculum interculturALE, a tailor-made intercultural-didactical training course for instructors and volunteer learning guides who work with refugees in low-threshold language courses, is the one of manager capacity. It is for that reason that this Curriculum for Managers of Institutions of Adult Learning and Educations was developed.

Between 2018 and 2020, DVV International implemented management training cycles for managers in non-formal education in Cambodia and Lao PDR. Based on these training cycles, a rough structure of six modules for the third curriculum - Curriculum for Managers of Institutions of Adult Learning and Education was developed in close dialogue with DVV International offices worldwide. On this preliminary outline, a multidisciplinary team of SEAMEO CELLL wrote this third curriculum. It is intended to be a blueprint for the implementation of training cycles for adult education managers worldwide.

This curriculum is composed of three parts. The first part is more than an introduction and an explanation of the methodology. It offers the managers of IALEs insights into adult learning and education (ALE) and its relation to lifelong learning and the Education Agenda 2030. The second consists of six modules on essential areas of competencies that IALE managers need to function effectively and efficiently. Similar to the Curriculum globALE, elective modules can be added according to their relevance in a given context. The third part presents a job description of IALE managers as can be found in localities around Europe and Asia. It is meant to be a guideline and a tool for self-reflection and self-study. The international team of SEAMEO CELLL (Regional Centre for Lifelong Learning of the Southeast Asian Ministers of Education Organisation), including Khau Huu Phuoc, Manager of Research and Training, SEAMEO CELLL, Walter Baeten, Consultant in Higher and Adult Education, former Director and Trainer of SENAEDIN vzw, Belgium, and Tong Lien Anh, specialist of the Ministry of Education and Training of Vietnam presents an in-depth curriculum as a real plan for learning.

Who is the Curriculum for?

As the name suggests, this curriculum was developed for managers of institutions of adult learning and education. These institutions are local education, training and learning places that are accessible for a broad section of the population, provide for local learning needs - whether literacy, academic knowledge, practical know-how or job-related skills - and meet constantly changing local, national and global framework conditions, using flexible techniques. The centre carries different names across the world, such as “Adult Education Centre” in the Caucasus, school-based “Community Learning Centres” in Canada, “Community Clubs” in Singapore, “Kominkan” (Public Citizens’ Hall) in Japan, “Volkshochschulen” (People’s High School) in Germany, “Neighbourhood Houses” in Australia, “Community Learning Centre” and “Continuing Education Centre” in Southeast Asia. However, they share one commonality: “the conviction that lifelong learning for all people is an important contribution to the improvement of their living conditions” (DVV International 2017: 5). Adult education, or adult learning and education, as commonly named by UNESCO, “equips people with the necessary knowledge, capabilities, skills, competencies and values to exercise and advance their rights and take control of their destinies” (UNESCO 2010: 6). Despite the fact that ALE by definition embraces all modes of education, it is in practice more about the non-formal or continuing education strands of an education system than the formal one.

Managers of IALEs:

In this handbook, the term “manager” refers to the leaders of an IALE, be that person named a manager, chief or director. As IALEs are establishments in various geographical locations and different administrative divisions

(urban, rural, district, local) or in civil society ownership, their managers may come from different backgrounds. Some will have been trained to work in education, most commonly as teachers, others in administration for local government offices, and still others in a technical field. However, they share one feature: leading their IALEs with dedication and commitment to promoting and providing ALE to the local people of that country. This leadership attitude motivates them to keep learning to improve themselves and better lead their centres.

It is clear that the participants of training for managers of IALEs have previously-acquired skills and competencies, therefore the following skills will not be repeated in each module as necessary for the learning of the content.

- Language skills in the respective curriculum language (reading, listening, speaking and writing skills at intermediate level and above)
- Internet skills (surfing, selecting, copying and saving webpage content).

B. How was the Curriculum developed?

On competency

“A competency is a knowledge, skill, attitude, or behaviour that enables a person to perform effectively the activities of a given occupation or to function to the standards expected in employment” (International Board of Standards for Training, Performance, and Instruction®, cited in Gupta 2007).

“A competency is more than just knowledge or skills. It involves the ability to meet complex demands, by drawing on and mobilising psychosocial resources (including skills and attitudes) in a particular context” (OECD 2005: 4).

Competencies are therefore what learners can efficiently do with satisfactory desired results through the transformation of knowledge by using appropriate skills combined with the right attitudes that they have gained in a learning session. Managers will need to possess a set of competencies, called competency model, in order to fulfil their role. These include, for example, the ability to solve problems, which require knowledge of logic, knowledge of adult psychology, listening skills (tactfully listening to someone describing the problem), analytical skills, an open-mind attitude that readily accepts opinions regardless of his/her personal feeling for the ideas.

Each module in this competency-based curriculum presents all three components – knowledge, skills, and attitudes – to be acquired.

The overarching questions that have guided the selection of content are:

- What competencies do managers of IALEs need in order to successfully run their institutions?
- What competencies have been identified as essential in the pilot projects in Cambodia and Lao PDR?
- What competencies are universally needed for managers of IALEs?

Similar to the Curriculum globALE, this is a modular competency-based curriculum. It is developed based on the ADDIE-principle (Analysis, Design, Development, Implementation, and Evaluation) with reference to the content of Curriculum globALE, and the Curriculum institutionALE. It is built upon the six modules piloted in Cambodia and Lao PDR by DVV International and their local actors. The pilot training has identified the following competencies as crucial to good management:

- Knowledge of ALE and lifelong learning
- Needs assessment and strategic planning
- Internal management and leadership skills
- Cooperation and networking
- Financial management
- Monitoring and evaluation.

With reference to other sources on adult learning and education management, a model of competencies for managers of IALEs was drawn up.



Fig. 1: Competency model of IALE manager (diagram by the authors)

Three domains of competencies are key to successful management. Managers must possess sufficient working knowledge, skills and appropriate attitudes to lead the centre in the right way. This leadership is supported by knowledge, skills of technology, and the right attitudes in using technologies for the intended purposes of developing the centre. Managers cannot work on their own, but should rely on their staff and receive support – in finance, ideas, materials – from stakeholders. This necessitates knowledge of psychology, human thinking and people skills. These three domains are built up by specific competencies on the outer ring of the model. An example is how the people domain consists of communication, conflict resolution, cooperation, needs assessment. This is also explored in the DVV International led Erasmus + project BILDUNG which investigates the German concept of Bildung as a key approach to adult learning and education that responds to current political, social and economic challenges

The European concept of andragogy put forth especially by Grundtvig and the later American view, represented by Malcolm Knowles, are fundamentally similar. The latter is more on the practical side and its principles are the cross-cutting reference throughout the writing of the six modules. The development of the curriculum followed the ADDIE model (Hodell 2016; Branch 2009), using input from the six pilot modules with consideration of the content of Curriculum globALE, and Curriculum institutionALE.

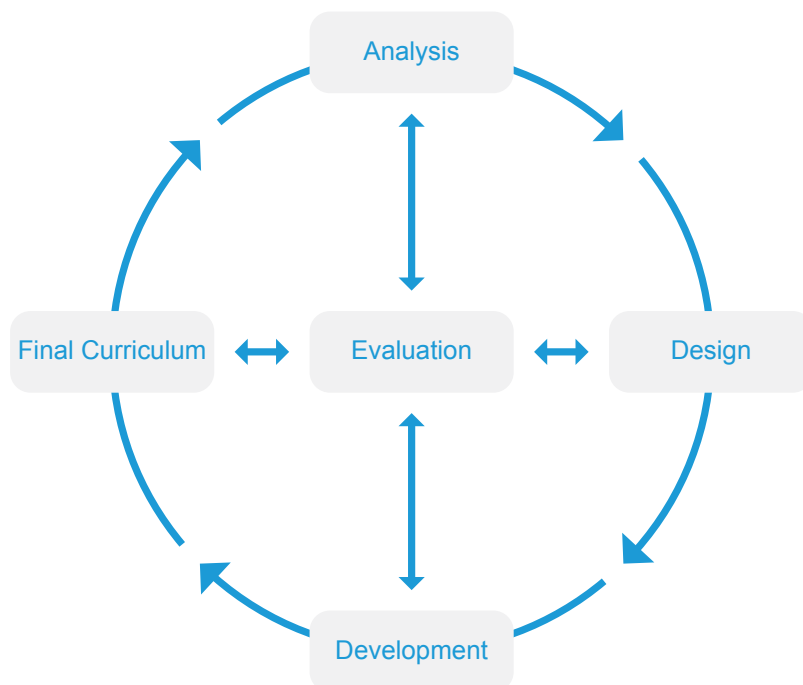


Fig 2: The ADDIE model (adapted from <https://educationaltechnology.net>)

The writing process of this curriculum was characterised by regular interactive internal evaluation within the international team of the three authors, as well as evaluation between the team of authors and DVV International after each stage.

The evaluation focused on the four quality criteria of relevance, consistency, practicality and effectiveness, and started with the analysis activities early in the process, in order to provide a solid ground for subsequent development and design decisions.

A brief description of the stages is given below. Each of the stages ended with an internal mid-term evaluation.

Analysis: Examination of the background of learners and formulating programme requirements.

The writing process began with an analysis of the content of the six pilot modules piloted in Cambodia and Lao PDR and proceeded with an examination of the target learners (age, work experience, management experience, level of education, cultural background, etc), their learning styles (Kinesthetic, Visual, Auditory, Reading/Writing), and the pre-knowledge, skills and attitudes that are relevant to the curriculum and the learning environment (technical resources, time, modalities) that are universal. From this analysis initial ideas about knowledge, skill gaps and learning modalities were identified.

Design: Creation of the competency-matrix.

A matrix in Excel file format was then created for each module with presupposed competencies charted on the vertical axis and a breakdown of topics on the horizontal axis.

Each element of the competency and the outcomes by levels of complexity were channelled down from global to the lowest relevant element and each topic was examined in terms of content, skills and attitude.

During this step reference was given to the contents of Curriculum globALE and Curriculum institutionALE to ensure this curriculum would, together with the other two, form a strong tripod of ALE provision and development.

Finally, a critical check-up was made to check the completeness and relevance of the whole matrix.

Development: completing the competency-matrix with relevant content points and developing content.

Contents – in terms of knowledge, skills and attitudes – are input in the matrix for each cluster of competency and topic.

As a result of the design a content table for each module was created, prescribing the intended knowledge, skills and attitudes to be acquired. The content was carefully selected from a range of related materials written for users from America, Africa, Asia, Europe and Australia. The purpose of the breadth of the consulted materials was to avoid possible cultural and social issues that may interfere with how the curriculum is to be used locally.

The information from the matrix was then transferred to a coherent curriculum for training managers of IALEs. A generic structure of the modules is:

1. Competency and learning outcomes
2. Linkage to other modules and curricula
3. Main topics
4. Note on implementation
5. Recommended scope.

As the curriculum is for managers of IALEs and is supposed to be read either fully or selectively by the participants themselves, it is necessary that a general section be provided on fundamental knowledge related to adult learning and education, its place in the context of lifelong learning development and its relation to the international Sustainable Development Goals.

Evaluation: final evaluation and quality control.

The final evaluation focused on the four quality criteria of relevance, consistency, practicality and effectiveness of the curriculum with the aim of ensuring the curriculum serves the purposes it is designed for in the most concise and practical way.

The relevance or content validity of this curriculum starts from the fact that it is based on the given training cycles for managers in non-formal education in Cambodia and Laos PDR. During the critical analysis this information was transferred for universal use.

The consistency or construct validity shows that the design of the curriculum is logical, cohesive and the elements form a coherent whole. The structure of the curriculum matches that of the Curriculum globALE and Curriculum InstitutionalALE.

The criterion of practicality refers to how usable the design is for implementation in different training contexts and for use by managers of adult education centres in the daily practice of their centres. The final quality criterion - the effectiveness - is its results in the desired learning outcomes: i.e. a blueprint for training cycles for adult education managers worldwide.

Once the curriculum has met the first three criteria, along with appropriate training methodology, the curriculum will bring about the desired learning outcomes, which constitutes the effectiveness of the programme.

Table 1: Criteria for evaluation

Criterion	Description
Relevance	The curriculum starts from the reality of training cycles for managers in adult education and is transferred for universal use.
Consistency	The structure of the curriculum is logical, cohesive and consistent with the Curriculum globALE and Curriculum institutionalALE.
Practicality	The curriculum is practicable, being able to be implemented in different teaching contexts. It also transfers its competency-based concepts towards the practical implementation in training cycles.
Effectiveness	Using the curriculum is expected to result in the desired outcomes as formulated in the modules.

C. General understanding of adult learning and education, and lifelong learning and their relationship

Adult learning and education

A first official definition of adult education was proposed by UNESCO in 1976 in UNESCO Recommendation on Development of ALE. This definition of adult learning and education did not make a definite reference to any age range of adulthood. It rather states that adults are “all those who engage in adult learning and education, even if they have not reached the legal age of maturity” (UNESCO 2015: 7) because there is no specific age boundary across which a young person abruptly becomes mature enough to be an adult.

For human societies to develop, change must take place. As ALE moved along with social development, its goal changed to keep up with the new vision envisaged by UNESCO. In 1997, CONFINTEA V redefined ALE in the Hamburg Declaration on Adult Learning as:

Adult education denotes the entire body of ongoing learning processes, formal or otherwise, whereby people regarded as adults by the society to which they belong develop their abilities, enrich their knowledge, and improve their technical or professional qualifications or turn them in a new direction to meet their own needs and those of their society. Adult learning encompasses both formal and continuing education, non-formal learning and the spectrum of informal and incidental learning available in a multicultural learning society, where theory- and practice-based approaches are recognized (UNESCO 1997: 1).

The new definition, formulated upon insights from the 1996 Delors Report, “Learning: The Treasure Within,” emphasised the role of adult education in promoting adults’ capacities to “meet their own needs and those of their society” in a learning society without reference to economic development. ALE was then viewed in a more humanistic manner as serving to educate in a meaningful way: learning to be, learning to know, learning to do and learning to live together.

At CONFINTEA VI (2009), this purpose was reiterated and elaborated with emphasis on equity and inclusion, which reflect the ideal of lifelong learning more concretely, and which was subsequently made to form Sustainable Development Goal 4. ALE is “For the achievement of equity and inclusion, for alleviating poverty and for building equitable, tolerant, sustainable and knowledge-based societies” (UNESCO 2010: 38).

In 2015 UNESCO put forth a new definition of ALE in its Recommendation on Adult Learning and Education:

Adult learning and education is a core component of lifelong learning. It comprises all forms of education and learning that aim to ensure that all adults participate in their societies and the world of work. It denotes the entire body of learning processes, formal, non-formal and informal, whereby those regarded as adults by the society in which they live, develop and enrich their capabilities for living and working, both in their own interests and those of their communities, organizations and societies. Adult learning and education involves sustained activities and processes of acquiring, recognizing, exchanging, and adapting capabilities. Given that the boundaries of youth and adulthood are shifting in most cultures, in this text the term “adult” denotes all those who engage in adult learning and education, even if they have not reached the legal age of maturity (UNESCO 2015: 6)

Adult education is seen as a way of bridging humanitarian, political and social gaps. A framework of five areas is recommended for the consideration of the ALE system in any country: policy, governance, financing,

participation, inclusion and equity. Careful attention paid to, and measures taken for, these will provide a good springboard for ALE.

Adult education or adult learning and education?

The choice of terms “adult education” or “adult learning and education” has withstood long debates. The former is more widely used in many European countries, the latter is seen in most UNESCO’s documents, especially in the last forty years. The recent international campaign “We are ALE” – a collaborative effort on an international level to revive and promote adult learning and education – is pushing forward discussions for standardisation of the terms for use internationally. In this handbook, the terms are used interchangeably.

Policies are closely connected to legislation. Legislation means the collective body of legal documents related to ALE, either directly or indirectly. This includes the country constitution, laws (especially laws on education but not limited to this), and policies. Within the territory of a country, these are issued by the central government, provincial government and local government. Beyond its boundary, laws and policies should be in line with the relevant frameworks set up by regional agreement, declaration on education and related fields such as human rights.

Governance includes the hierarchical structure of management of ALE at all levels, the responsibilities of each level, of bodies on the same level, and the coordination and cooperation between levels. Cooperative structure and participatory processes including multi-stakeholder partnerships in all matters related to ALE are good conditions for its development because this ensures the making of a well-defined vision and effective policies. Effective governance can: help achieve a clear and balanced division of responsibility between national and local authorities and schools; define national education priorities and goals; engage stakeholders in decision making; and put in place quality assurance mechanisms.

The dimension of participation, inclusion and equity is important for ALE. Education, in which ALE is a component, is a human right. Access to ALE should, therefore, be guaranteed in legislation, in governing structure and through financial mechanisms. Together these should make ALE affordable to all. Once this condition is met, more adults will participate in learning programmes and activities organised by adult learning and education centres. As a result ALE will be more inclusive. Inclusivity can also be enhanced with determination and enforcing measures to remove discrimination on the grounds of race, gender, ethnicity, economic background.

In this handbook, the representative term “institution of adult education learning and education” (IALE) is used to cover all local centres providing adult learning and education opportunities. These can be the Community Colleges and Polytechnics (Malaysia), the Community Learning Centre (Cambodia, Lao PDR, Vietnam and others), the Kominkan (Japan), the Volkshochschule - vhs (Germany, Denmark). They may be stand-alone establishments or within institutions that have a broader scope for social, cultural and educational purposes. “Adult Education” and “Adult Learning and Education” will be used interchangeably in this handbook.

Lifelong learning

While ALE was put on the table for discussion at more and more international conferences, and as the pace of life began to speed up, the development of science and technology led to more changes both in daily life and in work, there also emerged a greater need for continuous learning so that one may keep up with the new work requirements and contemporary way of life. ALE began to look at a longer goal, moving from a focus on literacy and basic skills for jobs to learning throughout life. ALE is actually part of a continuum of education and thereby the longest part that takes place throughout one's life - lifelong learning.

The concept of lifelong learning was officially introduced in the report “Learning to be: The World of Education Today and Tomorrow” (commonly referred to as the Faure Report after the name of the Chairman of the International Commission on the Development of Education, behind this report). Faure et al. confirmed that “We should no longer assiduously acquire knowledge once and for all, but learn how to build up a continually evolving body of knowledge all through life—‘learn to be’” (Faure et al. 1972: vi). The report advocated that education should be both universal and lifelong, and be the master concept for educational policies in both developed and developing countries. Lifelong learning includes formal, non-formal and informal learning. It focuses on the triangle of knowledge, skills and attitudes to enhance employability, personal development, active citizenship and social inclusion.

A second key UNESCO document on lifelong learning is the report “Learning: the treasure within,” commonly called the Delors Report for a similar reason to the first report. The report emphasised two key points: learning throughout life is the key to a better future and must be connected to all dimensions of life; and lifelong learning is supported by four pillars – ‘learning to be’, ‘learning to know’, ‘learning to do’ and ‘learning to live together’, all demonstrating an emphasis on human capital and employability.

Today lifelong learning is:

rooted in the integration of learning and living, covering learning activities for people of all ages (children, young people, adults and the elderly, [...]) in all life-wide contexts (family, school, community, workplace and so on) and through a variety of modalities (formal, non-formal and informal) which together meet a wide range of learning needs and demands (UIL Technical Note, undated).

Lifelong learning is

- for self-actualisation
- for social integration
- for improved employability.

The concept of lifelong learning encompasses life-wide learning, which is learning in all contexts, in different environments, and life-deep learning, which refers to the social, cultural, moral, spiritual, communicational and ethical values that lead people to act, learn, believe and think in a particular way, all serving as a foundation upon which to build over the course of one's life.

Lifelong learning is promoted through various initiatives across countries and continents but they can generally be grouped under three categories: Recognition, Validation and Accreditation (RVA) of non-formal and informal education; institutionalisation of lifelong learning; and technologies for lifelong learning.

RVA has been a topic of interest and promoted by UNESCO for years. Apparently, many countries have put in place some forms of education beyond the school, under the name of continuing education, recurrent education, non-formal education, and so on. However, these counterparts of formal education have not received proper attention from governments or policymakers, nor have they been widely or officially recognised as truly equivalent to formal schooling. While a formal education degree is a passport to employment, that of the non-formal education is less valued and a formal education degree remains preferred. Qualification frameworks must be developed if recognition of non-formal education qualifications is to become a reality. Only then can non-formal education be mapped against standards on the framework and be comparable to formal education, and accepted as true equivalence of formal education.

Institutionalisation of lifelong learning is the process of legalisation, concretisation of ALE and other forms of education outside the formal schooling in terms of physical facilities, manpower, operation regulation and interconnection among them for impacts/results through projects, programmes and activities. It also involves establishing interaction among

stakeholders, whose functions are clearly defined.

As science and technology advance, change is accelerated. COVID-19 has raised the bar in needing to keep abreast of change. For example, buying products in a supermarket requires customers to first scan the QR code using their smartphones and input personal information in a medical declaration before they can enter the premises. Customers have to learn to use these apps before they can shop.

Multiple applications have been made to support, promote and enhance lifelong learning. The hybrid mode of teaching and learning combining in-person classes and online ones in appropriate manners is gaining popularity especially in times of crises like the COVID-19 pandemic. With cloud technologies and various platforms for educational courses, lifelong learning has been made easier and more convenient than ever. An example is mobile learning, which is at the fingertips of all adults who possess smartphones.

Lifelong learning is for certain the future of learning and education if peace, prosperity and well-being are to be achieved for all people in all corners of the world. It will be the guiding principle for provision and participation along the continuum of learning.

Adult learning and education and lifelong learning

Traditionally there was in official discourse one viewpoint on education, the front-end model where education begins with grade 1 and ends with completion of higher education (Fig. 3). Today a range of related terms are used to refer to different forms and modes of education: formal, non-formal and informal education, continuing education, recurrent education, alternative education, social education, adult education, adult learning and education, lifelong education/lifelong learning, the last of which is an embracing term. Figures 3 – 6 illustrate the difference among some of these.

Continuing education (Fig. 4) takes place after one has left formal schooling at primary, secondary or tertiary level, and is provided in the form of full-time or part-time study, and can be intermittent. Recurrent education (Fig. 5) is periodic participation in formal educational arrangements throughout one's life. Education in Japan is seen as a composition of three sectors: school education, family education (by family members), and social education (all types of learning and education outside school and family education, Fig. 6)), the last of which is in many ways similar to non-formal education.

While lifelong learning indicates the process, involving both individuals and institutions, adult education, or adult learning and education, focuses on the target learners, which entails a distinctive teaching methodology – andragogy – and continuing education means the education that continues

the spectrum of formal or initial schooling. However, different shades of meaning can be found across countries.

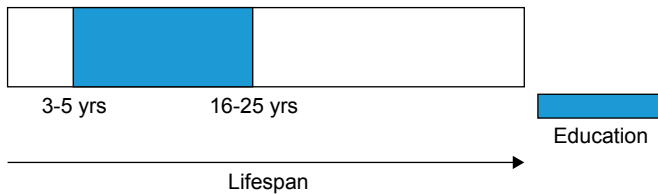


Fig. 3: The traditional front-end model of education (Boyle, cited in Jarvis 2004: 39)

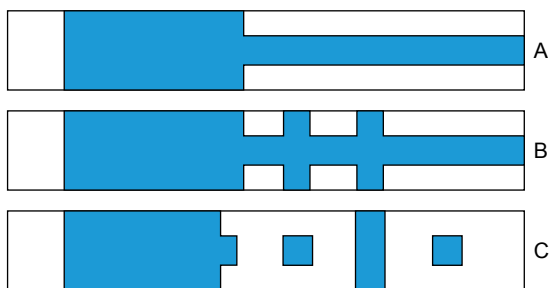


Fig. 4: Continuing education (Jarvis 2004: 47)

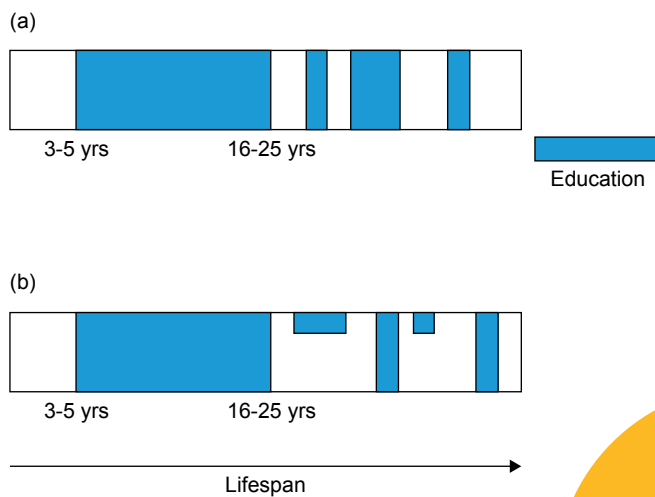


Fig. 5: Recurrent education (Boyle, cited in Jarvis 2004: 52)

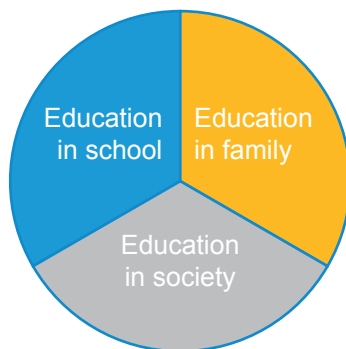


Fig. 6: Social education as perceived in Japan (diagram by the authors)

By UNESCO definition, lifelong learning embraces all forms and modes of learning for all people in all contexts. ALE is thus within lifelong learning and lifelong learning would not be realised without ALE.

D. Adult education and Lifelong learning in the 2030 Education Agenda

In 2015 the UN Sustainable Development Summit in New York adopted a set of 17 Sustainable Development Goals (SDGs) with a broad vision of the role of education in societal development. In its expert paper on the role of ALE for achieving the SDGs (DVV I 2018: 1)), DVV International describes the importance of ALE in the wider development process with regard to the Agenda 2030 by stressing that “[N]on-formal youth and adult education reaches people in the longest phase of their lives, offer slow-threshold programmes, and can absorb and combine all educational content through its inter-sectoral approach.”

The SDGs include more achievable and concrete targets for all countries than the Millennium Development Goals, of which SDG 4 is a stand-alone goal for education, with SDG 4.4 specifically targeting vocational education and training. SDG 4 aims to “Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.” Its component target 4.4 aims to, “By 2030, substantially increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship.”

Distinction should be made between equality and equity. “Equality” means giving everyone the same treatment. This does not work in education when more affluent people have a head start and can logically, therefore, with the same treatment, proceed at a faster speed and inevitably end up even further ahead. “Equity” means giving different treatments to people in ways that the disadvantaged, the vulnerable, the marginalised will have greater

support to progress faster in order to keep up with other better-off social groups and achieve similar goals in the end. SDG4 aims for equity.

Implementation of SDG 4 requires integrating its goals and targets into national education sector policies and plans, ensuring inter-sectoral coordination and setting up strong partnerships at national levels. It also makes necessary the multiple and flexible pathways and entry points for all to study in learning settings both in and out of the school systems, utilising modern learning technologies. The fact is a substantial portion of education budgets go to formal education, especially initial education (schooling for children up to junior high or senior high levels, depending on countries). In fact, “19% of countries that took part in the GRALE IV preparation reported spending less than 0.5% of the education budget on ALE and a further 14% reported spending less than 1%. This confirms that ALE remains underfunded (UNESCO 2019: 21). This widespread phenomenon highlights the great attention given to formal education. While it is indisputable that formal education prepares for citizens that contribute to social processes in the future, it is necessary to look into the other fact that around the world, 750 million adults – two-thirds of whom are women – still lack basic reading and writing skills (UIS 2017: 2), and most of them are living in poverty. For them, education and training is the best and only solution to transform their lives. Even in affluent societies adult education is still necessary if family values – a glue that bonds members and builds a strong societal unit – are to be upheld and grow. It is worth remembering too that adults form the largest group in most societies and they are the ones that cope with challenges and make crucial decisions for the betterment of the world. This view is reflected in the report “ALE - Because the future cannot wait” by ICAE (International Council for Adult Education) (2020: 15):

“The urgency of the implementation of Agenda 2030, including numerous crises, threats to the planet and to humanity, and the fact that millions of people are already left behind, makes ALE one of the top priorities and the precondition to progress in other fields.”

Lifelong learning, in which adult education is a key component, is therefore a way of life in this knowledge-based society as it ensures the acquisition of knowledge, skills and attitudes for all. The 2030 Agenda for Sustainable Development recognised that:

All people, irrespective of sex, age, race, ethnicity, and persons with disabilities, migrants, indigenous peoples, children and youth, especially those in vulnerable situations, should have access to lifelong learning opportunities that help them acquire the knowledge and skills needed to exploit opportunities and to participate fully in society (UN 2015, paragraph 25).

E. General teaching and training methodology of the Curriculum

Different countries have different models of adult education centres, ranging from centres in Vietnam with simple organisational structures located in or outside local government premises, to the highly structured ones in Japan and Germany that cater for a wide range of learning needs; from those centres that can be found in Buddha temple complexes in Thailand, to those that are transformed from schools in Canada. Whatever the physical property of the centre and location, they share some generic features. They are established to complement the provision of learning of knowledge, acquiring of skills and developing of attitudes for all, usually but not exclusively adults, in need of improvement in their personal life, employment and social inclusion.

The content of this curriculum is carefully selected so that it can be implemented in different cultural and social contexts, even in geographical locations with minimum teaching facilities, in order to provide AEC managers with the necessary components of competencies for effective management, while maintaining a close connection with DVV International's Curriculum globALE and Curriculum institutionALE. Some of the contents of the curriculum will complement topics dealt with in the other two curricula. It consists of six modules focusing on foundational topics of good management to be taught in 350-400 class hours.

- Module 1: Basic Knowledge on ALE and LLL
- Module 2: Needs Assessment and Strategic Planning
- Module 3: Internal Management and Leadership Skills
- Module 4: Cooperation and Networking
- Module 5: Financial Management
- Module 6: Monitoring and Evaluation.

The modules are self-sufficient, and independent from each other and can be used selectively, in an order that suits the learners, except the first one, which provides the basics of lifelong learning, adult learning and education and managerial knowledge, to which the other modules are related or on which they are built upon. The Curriculum is structured according to the expected competency outcomes and encourages utilising the participatory approach in implementation.

In planning lessons the seven components of the design process suggested by Malcolm Knowles should be followed.

- Set a climate that is conducive to learning [physically comfortable and inviting; and psychologically – mutually respectful, collaborative,

mutually trustful, supportive, open and authentic, pleasurable and human]

- Involve learners in mutual planning
- Involve learners in diagnosing their learning needs
- Involve learners in forming their learning objectives
- Involve learners in designing learning plans
- Help learners carry out their learning plans
- Involve learners in evaluating their learning outcomes (Knowles 1913, p. 59).

On participatory approach

Participatory training is in stark contrast to conventional training. In the traditional training method, teachers are the centre of the learning environment, imparting knowledge to their learners. Teachers are givers and learners are recipients. Teachers decide what needs to be taught. Learners are expected to learn what is taught. In participatory training the specific needs of the learners and their relation to social, national and global development are the starting point of a training cycle. Lessons are built upon them. The purpose of a training session is not only to share knowledge but also to generate and increase awareness of issues on local, national and global levels, and to build skills. Learners are engaged to a high degree in the lesson development, are encouraged to experience real-life situations or simulations and work together to find solutions. To make this possible it is necessary that the learning environment be one in which learners and their experiences are valued and they feel psychologically secure and safe to learn, unlearn, relearn, try their new ideas and share their experiences. The role of the teacher/trainer is then shifted from that of a preacher to a facilitator.

Participatory training is especially suitable for adults as they come to classes with a stock of previously-acquired knowledge, experience and a reservoir of skills they have attained in different contexts, along with multiple attitudes they have formed through life experience. Through learning activities adults can share what they know and feel that they themselves are valued contributors to the lesson. As a result a participatory learning environment is a win for all participants. Adult learners are contributors to lesson contents for the learning that will transform their own lives and benefit their communities. Adult education is duly a force for social change. Participatory approach and education for social change have their roots in Paulo Freire's theory of education methodology.

The table below summarises the main adult education principles, as formulated by Knowles, and the implication of these for a training plan.

Table 2: Adult education principles and their implications for a training plan

Adult Education Principles	Implications for a Training Plan
Adults learn best when they perceive learning as relevant to their needs.	<p>Provide “real life” situations and learning as relevant to their needs, emphasise the application of learning to real problems.</p> <p>Identify learners’ needs and what is important to them.</p>
Adults learn by doing and by being actively involved in the learning process.	<p>Provide activities which require active participation of learners.</p> <p>Provide activities which involve the learners as whole people: their ideas, attitudes, feelings, physical being.</p>
Adults have unique learning styles. They learn in different ways, at different rates, and from different experiences.	<p>Use a variety of training techniques.</p> <p>Establish an atmosphere of respect and understanding of differences.</p>
Participants bring relevant and important knowledge and experiences to the workshop.	<p>Provide opportunities for sharing information.</p> <p>Discuss and analyse participants’ experiences.</p> <p>Use participants as a resource and encourage them to participate and share their experiences.</p>

Source: Pant, M. (n.d.): “Participatory Methodology and Materials”. In: Lifelong Learning and Information and Communication Technologies. New Delhi: Jawaharlal Nehru University.

Choosing methods that suit objectives

Goal and objective: A lesson always has one or more objectives. Without objectives, conducting a lesson is just like moving in the dark, where one employs a trial-and-error approach to get to a destination by chance rather than plan. Objectives are different from goals. A goal is to be achieved at the end of a training programme. To reach that goal, several smaller goals must be achieved. These smaller goals can be broken down to even smaller, more specific goals, called objectives. In other words, objectives are what learners aim to be able to do after specific learning activities or tasks. Together the objectives will constitute the final goal of the programme. An example will serve to illustrate the point: a workshop is held to enhance IALE managers' internal conflict management. The goal is to provide participants with the competency of dealing with internal conflict among two or more staff members. To reach this goal, some related knowledge must be provided, skills must be learned and appropriate attitudes must be promoted. The knowledge may involve adult psychology, knowledge of the issue under debate; the skills may involve problem-solving, decision-making, convincing; the attitude may involve respect for the listener (the teachers in conflict in this example), goal oriented-ness (the teachers understand the issue from different perspectives and reconcile with each other). All these will be expressed in terms of objectives.

In conducting a lesson care must be taken to choose appropriate methods that best serve the objectives of the lesson and at the same time suit the learning styles of the participating adults. The table below suggests a rough guide to method selection for knowledge, skills and attitudes.

Table 3: Recommended teaching methods

Imparting knowledge	Main content	Workload
Lecture	Demonstration	Discussion
Reading	Practice	Practice
Case study	Case study	Case study
Audio visual presentation	Simulation	Simulation
	Role play	Role play

Source: Pant, M. (n.d.): "Participatory Methodology and Materials". In: *Lifelong Learning and Information and Communication Technologies*. New Delhi: Jawaharlal Nehru University.

Curriculum for Managers of Institutions of Adult Learning and Education structure and module recommended hours

Table 4 presents the theme of each module, accompanied by the key points to be learned and the recommended hours. The curriculum is written with the principle of flexibility among others in mind. Therefore, the actual workload (content and time) may be modified to suit participants of various cultural and professional backgrounds, at the discretion of the trainers.

The modules are interconnected and linked to/supported by modules learned in Curriculum globALE and Curriculum institutionALE. It is not mandated to follow them sequentially from Module 1 to Module 6. However, it is recommended that Module 1 is learned first as it provides fundamentals on adult learning and education, a field in which IALEs operate. It is also possible that a specific module can be singled out and taught to a group of learners who are competent managers except in one small noted area.

Table 4: Recommended training workload

Module	Main content	Workload
1. Basic knowledge of adult learning and education and lifelong learning	Concept of ALE and lifelong learning, their connection, and position in international agendas	40 instruction hours (\approx 5 days) + 24 hours of individual study
2. Needs assessment and strategic planning	Steps of needs assessment, strategic planning	40 instruction hours (\approx 5 days) + 20 hours of individual study
3. Internal Management and Leadership Skills	Knowledge, skills and attitudes for managing staff, including resolving internal conflicts in tactful ways	40 instruction hours (\approx 5 days) + 20 hours of individual study

Module	Main content	Workload
4. Cooperation and networking	Knowledge, skills and attitudes for establishing and sustaining a network and utilising it for cooperation for the benefit of all partners	40 instruction hours (\approx 5 days) + 20 hours of individual study
5. Financial management	Knowledge, skills and attitudes for financial practices to keep the IALEs' operation within the available financial resources	40 instruction hours (\approx 5 days) + 20 hours of individual study
6. Monitoring and Evaluation	Knowledge, skills and attitudes for keeping track of what is going on in the centres and making informed decisions for better programme results	40 instruction hours (\approx 5 days) + 20 hours of individual study.

On the terms used in the module

Communication skills: These are a set of skills that enable a person to interact and exchange ideas and opinions effectively. This includes language skills (reading comprehension skills, listening comprehension skills, clear enunciation and written grammatical accuracy), and non-verbal skills such as hand gestures, facial expression, eye contact, as well as psychological skills like understanding body language.

Conceptual skills: These are the skills that enable individuals to identify, form the general idea/frame, and solve intricate problems. They involve the ability to analyse and synthesise facts.

Interpersonal skills: These are the skills you need and use to communicate and interact with other people. As such, they require good psychological knowledge of the listener/reader, empathy and communication skills.

Listening skills: These are more than the ability to listen and comprehend what is spoken, but involve listening with empathy and with the tact that shows “I am listening with interest”, encouraging the speaker to go on without feeling inhibited in any way.

Presentation skills: These involve the ability to communicate clearly one’s meaning to the listener or reader using digital tools such as Microsoft PowerPoint, Keynote, Prezi, or physical methods like boards, flipcharts, as well as non-verbal language (facial expression, hand gestures, posture as appropriate).

Reflection skills: These involve the ability to think back on what has happened, what is happening and question oneself about what could have been done or what should be done for better results so that similar future undertakings are more efficient.

Searching for information: In this curriculum it means more than typing keywords in the search box. It involves the ability to use different search engines, the use of Boolean operators, the critical evaluation of the search results, and the efficiency in performing such tasks. Searching for information also includes doing this in other forms such as through scanning books, using library catalogues, or resource persons.

Strategic thinking skills: These are the skills that enable you to use critical thinking to solve complex problems and plan for the future, thus requiring an ability to reflect on a situation, pinpoint the roots of an issue, identify possible solutions and act accordingly.

Visionary: Being visionary is the ability to see far into the future and position the IALE in that future context by reflecting on the goals of the centre, the current competencies of the staff and the existing inventory of the centre.

PART II

Module 1: Basic Knowledge on Adult Learning and Education, and Lifelong Learning

Competency

Individuals who have completed this module will have a deep understanding of adult learning and education (ALE) as a part of lifelong learning, and are able to transform this into the design of a variety of programmes and activities of IALE, based on flexible learning approaches and legal documents that support ALE and lifelong learning (structures, authorities, etc.).

Learning Outcomes

Individuals who have completed this module are able to:

- understand important aspects of ALE as a part of lifelong learning, their conceptual frameworks, and Recognition, Validation and Accreditation (RVA) of non-formal and informal education.
- discern with comprehension the relevant global, regional and national political and legal framework for the education system in general and ALE in particular.
- be familiar with the ALE system in their country and the role of their institution within this system.
- know the fundamentals of andragogy.
- categorise the roles, responsibilities and interest of the majority of the important actors and stakeholders in ALE on different levels, from local to national.
- envision a general picture of the use of digital technology in teaching and learning.
- be able to explain concepts of ALE and lifelong learning to various audiences such as stakeholders, heads of departments, staff.

As a result of learning in this module, individuals will achieve a more substantially positive attitude towards ALE and lifelong learning, respect diversity in local, cultural and social systems, and be ready to impart the learnt knowledge to their staff.

Linkage to other modules and curricula

- As it provides fundamental principles of ALE and lifelong learning, this module forms the foundation for IALE management. It is principally linked to:
- Module 2: Needs Assessments and Strategic Planning, especially the topic of defining vision of the IALEs
- Module 3: Internal Management and Leadership Skills, especially the topic of understanding Legal Framework of IALEs, and IALE operation
- Module 4: Networking and Cooperation, especially the topic of creating partnership mapping.

This module is also linked to:

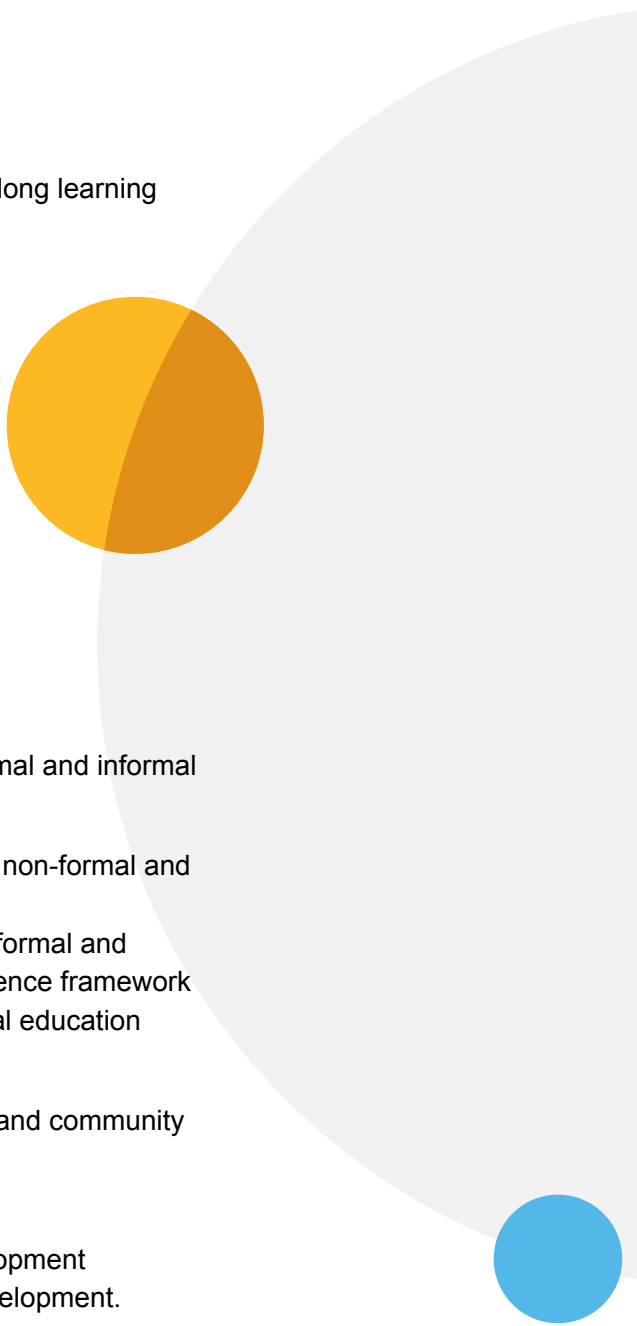
- Curriculum globALE Module 1: The Basis of Adult Learning and Education, especially the topics:
 - Theoretical foundations and diversity of adult learning and education
 - Establishing the field: What does 'adult learning and education' mean and what does it encompass?
 - Main functions, purposes and benefits of adult learning and education
 - Adult learning and education policy.

These topics provide a sound foundation on ALE and help consolidate the first topic concept of lifelong learning and ALE of this module.

- Curriculum globALE Module 2: Adult Learning and Adult Teaching, especially the topic Adult learning principles. This topic will aid understanding of Malcolm Knowles's andragogy in this module.
- Curriculum globALE Module 3: Communication and group dynamics in adult learning and education, especially the topic of Basics on the use of social media and digital communication in teaching and learning.
- Curriculum institutionALE Module 2: The Capacity and Organisational Development of IALEs, especially the topic of defining goals. It gives practical steps for capacity development which managers of IALEs must care for if their centres are to operate sustainably. It also provides managers of IALEs with skills of working with staff and stakeholders.

Main Topics

Basic knowledge of lifelong learning and adult education:

- Concept of lifelong learning and adult learning and education:
 - Lifelong learning
 - Formal education
 - Non-formal education
 - Informal learning
 - Adult learning and education in the context of lifelong learning
 - Conceptual framework for lifelong learning
 - Malcolm Knowles's andragogy (basics):
 - Adult psychology
 - Adult learning style
 - Six principles of adult andragogy
 - Digital education
 - Education in the digital age
 - Education platforms
 - e-learning (cf. also digital module for the CG)
 - Synchronous and asynchronous learning
 - Information and data literacy
 - Recognition, Validation and Accreditation of non-formal and informal education
 - Why Recognition, Validation and Accreditation of non-formal and informal education?
 - Recognition, Validation and Accreditation of non-formal and informal education in national qualifications reference framework
 - Recognition, Validation and Accreditation of digital education
 - Models and good practices of RVA
 - Adult learning and education for skills development and community development
 - 21st Century skills
 - Adult learning and education and personal development
 - Adult learning and education and community development.
- 

Lifelong learning and adult education policy and legal framework:

- Lifelong learning in the Sustainable Development Goals
 - What are Sustainable Development Goals?
 - Sustainable Development Goal 4 for 2030
- UNESCO Recommendation on adult learning and education
- Global Reports of Adult Learning and Education (GRALE)
- UNESCO framework of adult learning and education
 - Policy
 - Governance
 - Finance
 - Participation, inclusion and equity
 - Quality
- Lifelong learning and adult learning and education in national legal framework, constitutions, education laws and regulations.

Institutions of adult learning and education centres in the non-formal/ adult education system

- Vision
- Mission
- Functions of IALE.

Key actors and stakeholders

- Identification of key actors and stakeholders
- Roles and responsibilities of key actors and stakeholders.

Examples from countries

- General education system of a given country (case of one's own country)
- Policies and laws on adult literacy, skills promotion, continuing education (case of one's own country)
- Actors and stakeholders in adult learning and education (case of one's own country).

Linking the concepts of lifelong learning and adult education to daily work

- Understanding and shaping my IALE as a centre for lifelong learning and adult learning and education
- Application of UNESCO adult learning and education framework
- Communicating the concepts to staff and key partners.

The following skills and attitudes, which participants may have had to a certain prior degree, will be further developed during the learning of the Module.

SKILLS

- Communication skills (non-verbal communication, listening skills, skills of expressing opinions)
- Synthetic and analytical skills
- Critical thinking skills
- Persuasion skills
- Presentation skills
- Team work skills
- Reflection skills (on education framework, policies and laws, and stakeholders in their own country).

ATTITUDES

- Openness to new things
- Strong desire to learn new knowledge
- High appreciation of one's own IALE
- High dedication to centre development
- Deep respect for differences and diversities in opinions and viewpoints.

Note on implementation

This module provides the basics of adult learning and education and lifelong learning which are what IALEs aim to promote, enhance and develop. Understanding the concepts and their application in different contexts is therefore essential to the sustainable development of the centres for the benefits of the learners, the communities in which they are located, and to an extent, for the wider context of the country.

Policies have great impacts on adult learning and education provision as does support for IALEs from the public sector. This requires managers understanding the laws, regulations and policies related to adult learning and education, non-formal education or continuing education in their own countries so that they can make the best application for optimal results by legally tapping the right financial resources, utilising the public supply of equipment and infrastructure.

Adult learning and education practices have different foci depending on socio-economic situations. Where literacy rates are still low, centres will boost them by offering flexible literacy programmes in different locations at different times to facilitate participation; where illiteracy is not a major issue, vocational programmes will be high on the list of priorities so that adults

can improve relevant work skills; where senior citizens represent a big population, programmes will be geared towards learning activities for leisure. Therefore, it is very important that managers clearly see the role of their own IALEs in local and national contexts related to their target group and their specific goals, such as basic professional skills training.

Andragogy is important to the success of training sessions. Applying pedagogy to adult classes may not yield the expected results despite the instructors' profound knowledge of the subject matter. Therefore, managers need to attend to the professional development of their teaching and training staff.

The module content is rather rich for a one-week training session and therefore is not meant to be prescriptive. Selection of specific topics is recommended, to suit the input level of the participants' competencies. Reading and discussion outside the class should be encouraged for deep insights into lifelong learning and adult learning and education.

Recommended scope

This module is more on the theoretical side than practical. It requires a lot of reading to understand the subject. Recommended hours are given below.

- 36 instruction hours = 4.5 days (this can be adjusted depending on the participants' previous knowledge and education);
- 24 hours of individual study and assessment;
- 4 hours of assessment in class (via quizzes, assignment).

Module 2: Needs Assessment and Strategic Planning

Competency

Individuals who have completed this module are able to conduct, coordinate, or supervise learners' needs assessments in the communities they work with and do so in a systematic manner which can be reproduced, making results from different assessments comparable. They are further able to define the strategy and vision for their centre. Finally, they will be able to create and implement strategic plans for periodic goals and long-term goals towards the centre vision.

Learning Outcomes

Individuals who have completed this module:

- understand the importance of needs assessments
- are able to systematically conduct various kinds of needs assessments, including learners' needs, development needs of staff
- are able to create strategic plans
- are able to create a vision for their centre
- are able to define key targets and milestones in these plans as well as the necessary steps to be taken to achieve their goals
- are able to define and assign responsibility for areas of these plans to different sections of the centre.

As a result of learning in this module, individuals will be more attentive and responsive to the learning needs of target groups and more rational in the planning process.

Linkage to other modules and curricula

This module is linked to:

- Module 3: Internal Management and Leadership Skills and Competencies, especially topic of management of further training for their staff, which is an indispensable part of planning for centre development.
- Module 4: Networking and Cooperation, especially topic of raising funds for the operation of IALEs, with needs assessment being necessary as one of the first steps in the process of raising funds.
- Module 5: Financial Management, especially topics of the concept and methods of budgeting, an important element of consideration in strategic planning.

This module is also linked to:

- Curriculum globALE Module 5: Planning, Organisation and Evaluation in Adult Learning and Education, especially topic of needs assessment, which shares much of the content of this module.
- Curriculum institutionALE Module 2: The Capacity and Organisational Development of IALEs, especially the step on planning for capacity/organisational development, which can complement the topic of strategic planning in this module.
- Curriculum institutionALE Module 3: The Cross-cutting Capacities of IALEs, especially the needs and market analysis, and the marketing outreach to, and admission of, participants.

Main Topics

Needs assessment

General knowledge

- Concept of needs and learning needs
- Purpose of needs assessment
- Different viewpoints on learning needs of stakeholders in ALE
- Competency-based needs assessment
- Relationship between learning needs assessment and learning outcomes
- Relationship between learning needs assessment and program development
- Relationship between staff needs assessment and centre development
- Difference between learners needs assessment in the communities and own staff learning need assessment
- Needs assessment in the process of planning.

Practical knowledge

- Methods of needs assessment
- Key steps of needs assessment
- Method of data collection (interview, questionnaire, observation)
- Regulations and protocols related to data collection
- Literature related to needs in local areas (learners' needs, business sector needs; labour market needs; specific local needs e.g., ecotourism).



Strategic planning

General knowledge

- Vision and goal
- Formulation of vision statement
- Goals and objectives
- Necessity of strategic plans
- Strategic plan, annual plan, activity plan
- Feasibility analysis.

Practical knowledge

- Key targets in strategic plans
- Roles of key stakeholders in strategic plans
- Milestones in strategic plans
- Steps of strategic planning
- Updating and adapting strategic plans.
- Delegation of responsibility to different sections of the centre
- Monitoring and evaluation

The following skills and attitudes which participants may have to a certain prior degree will be further developed during the learning of the Module.

SKILLS

- Internet efficacy (searching for, evaluating and selecting information)
- Critical thinking skills
- Communication skills
- Survey conducting skills
- Persuasion skills
- Conceptual skills
- Strategic, innovative and commercial thinking skills
- Data analysis, synthesis and interpretation skills
- Analytical skills
- Reflection skills
- Teamwork and team building skills
- Task delegation skills
- Presentation skills.

ATTITUDES

- Openness to new things
- Empathy
- Openness to diversity in opinions, viewpoints
- Sensitivity to the needs of learners
- Objectivity in analysing data

- Determination to develop one's own IALE
- Result-orientedness.

Note on implementation

Being an efficient manager requires having a good vision of the development pathway for short- and long- term goals, the achievement of which depends greatly on the ability to plan and implement said plans. Planning and adapting plans is therefore of great importance to the successful operation of a centre. It is worth noticing that in some contexts, managers are not aware of the importance of needs assessment and apply solely a top-down approach in planning. However, a good thing is that most, if not all, managers who partake in the course will have some knowledge and skills of planning through running their institutions, though with different levels of proficiency.

This module content can be modified and theories can be condensed, leaving more space to practice through scenarios, simulations, problem-solving tasks. The content of this module must be well balanced with the training on financial management and planning. In addition, strategic planning has to be based on both components: needs assessment and financial possibilities.

Good needs assessment is vital to decision making and efficiency, and is the first step to planning, be it a strategic or year plan. The module should reserve adequate amounts of time to practice needs assessment as this step may, in reality, take time in the whole planning process. Managers should be well equipped with this competency. Supporting skills of questioning techniques are crucial to unbiased findings. Even though they are not directly involved in the needs assessment of their centres, knowledge and skills of needs assessment will enable them to better get to know the target groups – learners, staff, stakeholders – which is an essential competency of leadership.

Recommended scope

This module requires practice to master the needs assessment and strategic planning. Therefore, timing should be considered to make sure participants can get hands-on experience through practice. Recommended hours are given below.

- 40 instruction hours = 5 days (for both theory and practice, including formative assessment of participants' performance during practice)
- 20 hours of individual study and assessment.

Module 3: Internal Management and Leadership Skills and Competencies

Competency

Individuals who have completed this module know the legal framework relevant to their IALEs, and are able to manage them effectively, creating inspiring working and learning environments through good practices in human resources, inventory, planning, and reporting, thus becoming more competent leaders.

Learning Outcomes

Individuals who have completed this module will:

- understand the concept of management and leadership and put this knowledge into practice of their IALEs
- understand the legal framework of IALEs
- know the regulations on internal management of IALEs
- be able to manage and develop the human resources of their IALEs
- be able to effectively communicate with staff and stakeholders on matters related to the IALE operation using different approaches and channels
- be able to moderate internal conflicts
- support staff in
 - writing annual and project reports
 - managing centre inventory.

As a result of learning in this module, individuals will be able to better lead and manage their centres with a good vision of the development path and skills that will further enhance their leadership.

Linkage to other modules and curricula

This module is linked to:

- Module 1: Basic Knowledge on ALE and lifelong learning, especially the topic of ALE system in one's own country
- Module 2: Needs Assessment and Strategic Planning, especially the topics of defining vision and types of plans, and the topic method of data collection as this can help with identifying specific needs of the staff
- Module 5: Financial Management, especially the topic of concept and methods of budgeting.

The module is also linked to:

- Curriculum globALE Module 3: Communication and Group Dynamics in ALE, especially the topic of communication in adult learning and education
- Curriculum institutionALE Module 2: The Capacity and Organisational Development of IALEs, especially section 3.2 on cross-cutting capacities of IALEs
- Curriculum institutionALE Module 3: Services and Capacities, especially topics A and F of the cross-cutting capacities of IALEs.

Main Topics

Concept of management and leadership

- Management as process of planning, organising, staffing, directing, coordinating, budgeting, and controlling, but also empowering
- Management of IALEs
- Responsibilities of institution managers
- Management vs. leadership
- Monitoring and evaluation of staff and centre operation.

Legal framework of IALEs in their own country

- Provision on ALE, continuing education, non-formal education in Laws and regulations on Education
- Laws and regulations on Non-formal Education/Continuing Education (if existing)
- Labour Laws and regulations
- Policies and regulations at national and local levels on IALE establishment and operation.

Human resources management

- Human resources management as a process of employing, training, compensating employees, raising motivation, establishing an enabling environment, developing policies relating to employees, and developing strategies to retain them
- Typical organisational structure of an IALE and role of each position
- Policies on human resources (recruitment, dismissals, rewards, benefits)
- Various forms of employment: permanent staff and fee-based staff
- Administration of job interviews
- Needs assessment of staff (see Module 2)
- Staff development
- Task delegation
- Conflict management

- Coaching and counselling
- Performance appraisal.

Communication

- Communication channels (verbal, written, non-verbal; face-to-face talk, video conferencing, telephone, email, mobile devices, letter, written documents, spreadsheets, press releases, ads, websites)
- Communication techniques
- Report writing and reading (annual, project report)
- Information collection via different channels.

Planning

- Vision and goals (See Module 2)
- Elements and process of writing a strategic plan (See Module 2)
- Elements and process of writing an annual plan
 - Reviewing annual goals
 - Setting new objectives
 - Developing desired outcomes
 - Setting quality standards
 - Staffing/resource requirements
 - Making timetables
 - Establishing a monitoring process.
- Elements and process of writing an activity plan
- Reporting
- Elements and steps of writing an annual report
- Elements and steps of writing a project report.
- Inventory
- Concept of inventory
- General inventory list of an IALE
- Annual plan for inventory upgrading
- Allocation of resources.

The following skills and attitudes which participants may have acquired to a certain degree will be further developed during the learning of the Module.

SKILLS

- Communication skills
- Critical thinking skills
- Analytical and synthetic skills
- Evaluation skills
- Interpersonal skills
- Consultative skills
- Motivation skills

- Persuasion skills
- Reflection skills
- Intercultural skills.

ATTITUDES

- Attentiveness
- Sensitivity to internal issues of one's own IALE
- Approachability
- Impartiality
- Respect for staff and other people
- Dedication to one's own IALE development
- Desire to learn
- Respect for law and regulations
- Openness to diversity of opinions and viewpoints
- Engagement
- Assertiveness
- Determination
- Result-orientedness
- Objectivity
- Reliability.

Note on implementation

This module is key to the successful operation of the centre as staff is a valuable asset that drives the centre, keeps it alive, and contributes correspondingly to the results of the work of the centre. Knowing, understanding staff and motivating them with regard to their cultural settings is no simple task because managers must be inspirational and tactfully deal with issues that will inevitably, at times, arise internally between and among members. In treatment, managers must intervene early, focus on team norms and try to create shared agreement, using a range of techniques in combination with knowledge of psychology. Managers are aware of the importance of the well-being of their staff and adult learners at their IALE.

The training session of this module should aim to bring out possible solutions for different conflict scenarios by encouraging participants to share their experience, and provide them with the necessary skills for carrying out training tasks. Only through practice can participants gain hands-on experience, acquire and/or sharpen skills, and build up the necessary competencies for successful management.

It is worth repeating from Module 1 that laws and regulations related to IALE operation are the guiding lights and managers should make sure their centre operates in line with these. If time allows, it will be good to point out the commonality among laws and regulations of their country so that participants

can realise the essentials of operating legally and how laws and regulations are connected in an education system.

The misconception that having a large knowledge in many fields and disciplines will establish one as a professional leader must be addressed. Being a leader involves more than that. It calls for an ability to build trust and credibility, and requires the emotional intelligence to build and develop charisma. These will greatly help smoothen out a difficult interpersonal problem between employees.

Recommended scope

This module requires a great deal of experience sharing as interpersonal issues are not physical or mathematical problems that can be solved by applying rigid rules. Recommended hours are given below:

- 40 instruction hours = 5 days (for both theory and practice, including formative assessment of participants' performance during practice)
- 20 hours of individual study and assessment (this includes working with peers after class hours).

Module 4: Networking and Cooperation

Competency

Individuals who have completed this module are able to establish and sustain networks with a diversity of stakeholders for their IALEs operation and development. They are able to cooperate and manage collaboration efficiently. They are also able to communicate plans of programmes and activities to partners, as well as to donors, using marketing skills and others.

Learning Outcomes

- Individuals who have completed this module are able to:
- identify cooperation needs
- discern the pros and cons of cooperation
- find fundraising sources
- understand the concept of stakeholder
- identify relevant stakeholders and develop stakeholder/partner maps
- negotiate and present their ideas and vision of the IALEs
- identify needs of networking and establish, sustain and develop networks
- develop a cooperation plan
- are able to sustain networks
- have basic skills in marketing ALE.

Linkage to other modules and curricula

This module is linked to:

- Module 1: Basic Knowledge on Adult Learning and Education, and lifelong learning, especially the topic of understanding the role their IALEs in this ALE system and be able to communicate this to an audience
- Module 2: Needs Assessment and Strategic Planning, especially topic of creating strategic plans
- Module 3: Internal Management and Leadership Skills and Competencies, especially topics of communicating with staff and stakeholders on matters related to the IALE operation
- Module 5: Financial Management, especially topic of understanding the concept and methods of budgeting.

The module is also linked to:

- Curriculum globALE Module 1: Approaching Adult Education, especially the topic of adult education in the national and global context

- Curriculum institutionALE, Suggested Steps for IALE Managers, especially the step on planning for capacity/organisational development.
- This module is also linked to Curriculum institutionALE, Module 3 Services and Capacities, especially the topic of how IALE engages in networking and facilitates referrals.

Main Topics

Concept of cooperation

- What is cooperation?
- Pros and cons of cooperation
- Necessity of cooperation
- What does cooperation involve?

Concept of networking

- What is networking?
- Necessity of networking
- Areas of networking
- Principles of effective networking
- Partnership mapping.

Ability to manage networks for effective cooperation to promote IALEs' values and share resources

- How does networking promote cooperation for desired results?
- Networking for cooperation with community
- Networking for cooperation between IALEs
- Networking for cooperation with other education providers (universities, technical vocational centres, formal schools, ministries, etc)
- Networking for cooperation with civil society and businesses
- Networking with local, national and international donor organisations and individuals
- Networking with businesses and micro finance providers.

Ability to raise financial funds for the operation of IALEs and for mutual benefits with partners

- What is funding? What is fundraising?
- Types of funding sources (local municipality, public funds, private sector, participants fees, national and international donor organisations and individuals)
- Ethical perspective of fundraising
- Fundraising principles and strategies

- Steps of fundraising process
- Networking for fundraising
- Networking for resource mobilisation
- Diversity of potential funding sources for ALE.

Ability to negotiate for desired results

- Negotiation styles
- Knowledge of body language
- Building relationships
- Developing mutual trust
- Making offers and counteroffers
- Making concessions.

Ability to create partnership mapping

- Characteristics of good partnership
- What is partnership mapping?
- Importance of partnership mapping
- How to do partnership mapping?

The following skills and attitudes which participants may have acquired to a certain degree will be further developed during the learning of the Module.

SKILLS

- Communication skills
- Critical thinking skills
- Reasoning skills
- Persuasion skills
- Critical thinking skills
- Trust building skills
- Interpersonal skills
- Motivation skills
- Presentation skills
- Basic marketing skills (customer/partner knowledge, analytical skill, effective communication channels, communication skills, teamwork skills).

ATTITUDES

- Positivity
- Objectivity
- Openness to diversity
- Trustworthiness
- Approachability
- Open-mindedness
- Being helpful

- Being inspiring
- Attitude of sharing
- Assertiveness
- Determination
- Interpersonal skills
- Proactiveness.

Note on implementation

Networking is essential to the success of an IALE as well as for the personal development of managers. As this curriculum focuses on the IALE, the knowledge input is essentially for the networking and growth of IALEs.

Effective networking and cooperation can save time and effort, and prevent stress. In fact, managers who participate in this curriculum will have established a network of partners and stakeholders through their own work. Therefore, Malcolm Knowles' andragogy applies perfectly in this module: participants bring their experience to class and the class time offers an opportunity to share this knowledge with each other, and to introduce each other to their own networks, further extending each person's network. Two key activities are needed for successful implementation of this module:

- Consolidate fundamental principles of networking and cooperation. Participants should be helped to develop a mindset for networking and see this as an important element for efficient management
- Provide ample opportunities for participants to work in groups and share their experience.

Important constituent skills of networking are interpersonal skills, which include a range of abilities from using language effectively for exchange of thoughts, ideas, opinions, to understanding non-verbal language, to having emotional intelligence. These are required in combination with the right attitude of openness and approachability to increase networking results. Depending on the particular cohort of learners, it may be necessary to lecture on these features of interpersonal skills and attitudes in order for participants to develop and improve them.

The ability to identify when networking or cooperation is not resulting in any benefits is also necessary, and this will be developed in Module 6, in monitoring and evaluation.

Recommended scope

Effective networking and cooperation require strategic thinking with a clear vision and good interpersonal skills. Emphasis should be given to these areas. Recommended hours for this module are given below.

- 40 instruction hours = 5 days (for both theory and practice, including formative assessment of participants' performance during practice)
- 20 hours of individual study and assessment (this includes working with peers after class hours).

Module 5: Financial Management

Competency

Finance and accounting require profound understanding as well as specialised expertise and are the responsibility of the designated individuals or the Department of Finance and Accounting. It is noteworthy that financial management is country-bound for the majority of IALEs, however, the fundamentals are similar across countries.

Managers of IALEs need the relevant knowledge in order to read and understand financial documents and reports produced by said department. They will also need the knowledge to discuss general financial issues with insiders e.g. the board, the financial unit, and with outsiders, e.g. ministry, tax offices.

Individuals (managers of IALEs) who have completed this module are able to develop and implement effective and efficient budget plans for various types of activities and projects, grasping foreseen profits or losses, and know how to manage funds in line with government and donor policies.

Learning Outcomes

Individuals who have completed this module:

- know internal financial management guidelines
- know the current financial management system and the requirements of the government and donors
- are able to develop budget plans in conjunction with the designated person or the Department of Finance
- are able to implement budget plans in conjunction with the designated person or Department of Finance and Accounting for their IALEs' operation
- know methods of financial tracking and controlling
- are able to read, understand and check financial reports produced by the Department of Finance and Accounting.

Linkage to other modules and curricula

Financial management is a specific area of IALE operation but it is interconnected with many others. For example, financial routines and practices must comply with regulations and laws, which is dealt with in Module 1; Financial considerations must be part of strategic planning, which is dealt with in Module 2 and Module 4 in the part of fundraising; Financial reports are integral to monitoring and evaluation, which is dealt with in Module 6. Specifically, this module is linked to:

- Module 1: Basic knowledge on ALE and Lifelong Learning, especially the topic of lifelong learning and ALE policy and legal framework.
- Module 2: Needs assessment and strategic planning, especially the topic of feasibility analysis and steps of strategic planning
- Module 3: Internal Management and Leadership Skills Competencies, especially topics of law and regulations on non-formal education/ continuing education, and planning
- Module 4 on Fundraising
- Module 6: Monitoring and Evaluation, especially topic of using data for decision making and the relation between monitoring findings and budget situation.

This module is also linked to:

- Curriculum globALE Module 1: Approaching Adult Education, especially the topic of adult education in the national and global context
- Curriculum institutionALE Module 3: Services and Capacities, especially part 03.2: cross-cutting capacities of IALEs.

Main Topics

Understand finance basics

- Basic finance terms (budget, bookkeeping, balance sheet, income statement, cash flow statement)
- Basic finance principles (the investment principle, the financing principle, the dividend principle)
- Three main financial reports (the balance sheet, the income statement, the cash flow statements).

Understand concept and methods of budgeting

- What is budgeting?
- Common methods of creating annual budgets
- Budget types, forms and procedures (minimum budget, target budget, stretch budget)
- Methods of budget control
- Budget request: forms and procedures
- Official financial reporting procedures.

(external)

Understand existing financial management system and reporting practices in Adult Education Sector

- Current policy and requirements of the country regarding financial management in adult learning and education sector (law, regulations, other legal documents, etc.)
- Official financial reporting procedures in adult learning and education sector.

Understand financial requirements in donor funded projects

- Understand the system of donor budgets
- Creating a budget for an application
- Reporting standards for donors.

(internal)

Understand internal financial management guidelines

- Internal controls and standards
- Tasks and responsibilities of related departments and individuals in IALEs
- Transparency and accountability requirements
- Audit standards
- Internal reporting requirements.

Be able to apply knowledge of financial management to decision making

- Identify operational constraints
- Identify opportunities and risks
- Develop budgets for activities
- Develop budgets for projects
- Adapt budget to changes (change management).

The following skills and attitudes which participants may have acquired to a certain degree will be further developed during the learning of the Module:

SKILLS

- Persuasion skills
- Decision making skills
- Critical thinking skills
- Reflection skills
- Communication skills
- Basic statistics skills
- Analytical skills
- Risk analysis skill
- Coordinating skills
- Commercial awareness skills.

ATTITUDES

- Attentiveness
- Being engaged
- Being realistic
- Assertiveness
- Cooperativeness
- Decisiveness
- Determination
- Objectivity
- Detail-orientedness
- Being diplomatic.

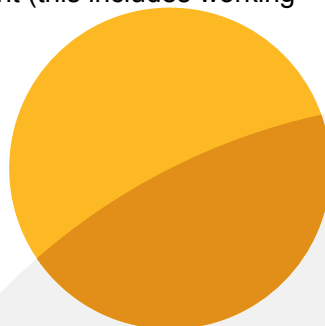
Note on implementation

Financial management is crucial to the well-being of an IALE. Good practices of finance involve accurate understanding of related legal requirements so that the centre will never encounter legal problems. Therefore it is imperative that the manager know the ALE-related regulations in effect and that they work closely with the person or department in charge to make sure the centre is in compliance with these. Furthermore, the manager needs to strategise funding to ensure optimum outcomes for both the learners and the IALE. For this reason the manager must be highly competent in developing budgets for activities and projects. These two aspects should be focused on during the implementation of this module.

Recommended scope

Recommended hours for this module are given below.

- 40 instruction hours = 5 days (for both theory and practice, including formative assessment of participants' performance during practice)
- 20 hours of individual study and assessment (this includes working with peers after class hours).



Module 6: Monitoring and Evaluation

Competency

Individuals who have completed this module are able to develop and implement effective monitoring and evaluation plans for projects and operations of the IALEs, and inform stakeholders in comprehensible ways of the areas of success as well as of issues that need addressing for the systematic and sustainable development of their IALEs.

Learning Outcomes

Individuals who have completed this module:

- understand monitoring and evaluation as two interrelated processes
- know the current monitoring, evaluation and reporting practices
- can critically reflect on the activities of their IALEs
- are able to design and implement monitoring and evaluation processes using appropriate methods and tools
- use the findings from the collated results and evaluations to improve their work
- are able to keep systematically improving the activities of their IALEs with an evidence-based approach (with a view to successful project and activity implementation)
- can present evaluation results in a systematic way in order for these to be compared with the evaluation results of other IALEs
- can formulate and transfer advice into guidelines during monitoring.

Linkage to other modules and curricula

This module is linked to:

- Module 2: Internal Management and Leadership Competencies, especially the topics of strategic planning, data collection, and monitoring and evaluation
- Module 3: Needs Assessment and Strategic Planning, especially the topics of law and regulations on non-formal education/continuing education, performance appraisal, and planning
- Module 4: Cooperation and Networking, especially the topic of partnership mapping
- Module 5: Financial Management, especially the topic of basic introduction to budgeting.

This module is also linked to:

- Curriculum globALE Module 5: Planning, organisation and evaluation in adult learning and education, especially topic of evaluation
- Curriculum institutionALE Suggested Steps for IALE Advisors and Advisory Agency, especially the step on monitoring and evaluation.

Main Topics

- Concept of monitoring and evaluation
 - Concept of monitoring and evaluation
 - Qualitative vs. quantitative evaluation
 - Purpose of monitoring and evaluation in IALEs
 - Relationship between monitoring and evaluation
 - Monitoring and evaluation as a key task in the development of an IALE
 - Concept of Result-Based Management
- Monitoring and evaluation system and reporting practices in adult learning and education sector
 - Current international/regional practice of monitoring and evaluation, and policies
 - Official reporting procedures of monitoring and evaluation in adult learning and education sector (or an equivalent sector in their country)
 - Organising effective monitoring meetings
 - Development of internal evaluation procedures
- Elements of monitoring and evaluation
 - General principles of planning, monitoring and evaluation
 - Monitoring and evaluation framework
 - Stakeholder identification and analysis
 - Goals, objectives and activities
 - Indicators
 - Baseline and targets
 - Time frame
 - Responsibilities
 - Data collection
- Monitoring and evaluation plan development
 - Monitoring matrix
 - Steps of monitoring: data collection, analysis, reporting
 - Evaluation matrix

- OECD-suggested evaluation criteria (relevance, effectiveness, efficiency, sustainability, impact)
- Evaluation report template
- Criteria for evaluation report
- Data handling
 - Data analysis and synthesis
 - Stakeholders and their specific needs of data
 - Turning data into useful and easily comprehensive information presentation
 - Report template
- Use of data for decision making
 - Identifying and analysing successes and areas to improve
 - Finding root causes of issues
 - Developing changes
 - Dissemination of information to stakeholders, staff and community.

The following skills and attitudes which participants may have acquired to a certain degree will be further developed during the learning of the Module:

SKILLS

- Critical thinking skills
- Reflection skills
- Statistics interpretation skills
- Communication skills
- Motivation skills
- Basic statistics skills
- Analytical skills
- Data presentation skills, e.g infographics
- Interpersonal skills
- Decision making skills.

ATTITUDES

- Attentiveness
- Assertiveness
- Approachability
- Being engaged
- Being realistic
- Assertiveness
- Resilience
- Cooperativeness
- Being approachable
- Being agreeable

- Open-mindedness
- Decisiveness
- Determination
- Being (self-) critical.

Note on implementation

Systematic and professional management of IALEs cannot be without monitoring and evaluation: a critical, ongoing process in building strong IALEs that offer beneficial programmes and activities in the locality. It is an instrument to track the progress of an undertaking, identify successful elements and point out what needs modification. It supports the sustainability of IALEs and reduces the odds of failure.

Therefore it should be highlighted that managers are to create strategies for constant monitoring and evaluation processes. This necessitates learning and the implementation of effective monitoring and evaluation strategies. The practical side of this module is therefore the central point of this module.

Recommended scope

Monitoring and evaluation is a process which participants in this Curriculum will have undertaken on a regular basis in their capacity as manager. The Module should focus on methods of monitoring and evaluation to enhance this competency.

Recommended hours for this module are given below.

- 40 instruction hours = 5 days (for both theory and practice, including formative assessment of participants' performance during practice)
- 20 hours of individual study and assessment (this includes working with peers after class hours).

PART III

Function description and competencies

Disclaimer: The following description is an overview of the job. It is not intended to be an all-inclusive list of duties and responsibilities, nor is it intended to be an all-inclusive list of the skills and abilities required to do the job. Duties and responsibilities may change in accordance with the business needs.

This job description presents key areas of responsibility of managers of IALEs, and provides a working framework that will help them develop professionally. It can serve as a guiding document and form the basis for the performance interviews and evaluation interviews.

Result areas

- Result area 1: Mission, vision, policy plan
- Result area 2: Structure and organisation of the centre
- Result area 3: Quality assurance (total quality management)
- Result area 4: Personnel policy
- Result area 5: Guidance of adult learners
- Result area 6: Communication/Consultation and cooperation with all 'internal' partners
- Result area 7: Communication/Consultation and cooperation with 'external' partners
- Result area 8: Financial and investment policy
- Result area 9: Administrative management
- Result area 10: Marketing
- Result area 11: In-service training and self-development.

Result area 1: Mission, vision, policy plan

IALE managers will realise the intended objectives and role of the centre and - in line with the general vision of the governing authority - define the specific mission/vision of the centre in a policy plan. They will translate this policy plan into concrete goals in the short and long terms and on this basis plan, organise, coordinate and adjust the centre activities, as necessary, with the aim of achieving the intended objectives. They are ultimately responsible for the management of the centres and, equally, responsible for the entire operation of the organisation.

Target:

- Provide support for staff and adult learners
- Provide a 'red thread' for all centre activities
- Mobilise staff and other stakeholders around that vision.

Behavioural indicators:

- Ensure that the vision is made concrete in a policy plan and in a work plan. The latter includes the education policy, the internal values, the strategic objectives, the curricula, the guidance of the adult learners, the principles of the personnel policy, the financial policy, the quality policy and own projects
- Draw up the centre brochure and the examination regulations on the basis of this vision
- Based on a number of analyses, strategic objectives are determined with regard to, among other things, educational offer, possible collaboration with other institutions, the objectives to be achieved in the long term, personnel planning, investment planning, etc.
- The functioning of the centre is subject to regular critical analysis - for example through surveys - and adjusted as necessary
- Managers must ensure that all activities and initiatives undertaken are within the mission of the centre.

Tasks

Managers have ultimate responsibility for the overall functioning of the organisation. This includes the following aspects:

- The Centre's General Policy
- Internal quality assurance
- The personnel policy
- The financial and administrative policy
- The pedagogical policy
- Infrastructure policy including ICT
- The prevention, welfare and safety policy
- The internal and external communication policy.

Result area 2: Structure and organisation of the centre

Setting up an effective organisation of the centre.

In their role as manager, they coordinate the day-to-day operations.

Target:

- In a positive working climate, ensure smooth operation of the centre
- Concretise the mission/vision in consultation with the members of the management team.

Behavioural indicators:

- Use the teaching package (course book and training material) in a pedagogically responsible manner and take into account the mission of the centre
- Organise and delegate tasks
- Draft official assignments for the staff and if necessary, take measures for recruitment, replacement and coordination assignments
- Organise registrations of adult learners in consultation with the management team
- In consultation with the management team and the department heads:
 - draw up the class schedules
 - ensure the availability of learning resources (rooms, equipment, materials, books, etc.)
 - set up an adequate IT infrastructure
 - coordinate the implementation of curricula
 - record all kinds of activities and, if necessary, determine procedures for them, including for evaluation and reporting, deliberations, staff meetings, projects, work groups, examination periods, internships, other (possibly outside of the centre) activities, etc.
- provide a replacement in the event of staff absences.

Tasks:

- Ensure that an annual work plan is drawn up on the basis of the policy plan: thereafter monitor the implementation and adjust the planning
- Search for additional resources (subsidies, contract work, buildings, etc.) if this is necessary for the realisation of the policy plan
- Create support for the implementation/follow-up of policy choices
- Determine short-term and long-term staffing needs, taking into account the centre's vision and operational objectives
- Elaborate an HR process (inflow, internal mobility, training, outflow)
- Provide a workable organisational structure
- Monitor and stimulate the quality policy (overall quality management)
- Empower staff and ensure their inclusion in decision making
- Follow the relevant legislation
- Follow the implementation of the regulations
- Ensure efficient administrative processes
- Ensure correct accounting and systematic follow-up
- Organise and ensure a customer-friendly reception
- Use figures/data to implement policy
- Find solutions to problems in operations
- Follow up on development and advisory groups (internal/external)
- Ensure optimal working conditions for the staff.

Result area 3: Quality assurance (overall quality management)

On the basis of the educational project of the governing authority (management of the centre, legislative authority) and the mission/vision of the centre and in consultation with all those involved, define, implement and ensure that an approach to general quality assurance is respected.

Target:

- Contribute to the proper functioning of the work of the employees and trainees
- Contribute to the effective and efficient realisation of the objectives of the centre
- Set up or use a proper Quality Management System.

Behavioural indicators:

- Introduce a quality approach tailored to the centre, ensure that all those involved (employees, course participants, etc.) are made aware of this; stimulate them, follow up, adjust and, where necessary, provide training in this matter
- Determine priorities/points for attention each year
- Together with other staff members, supervise the implementation of the curricula and verify that the semester/annual plans have been drawn up in line with the objectives
- Together with the deputy manager and other staff members, supervise compliance with the rules: order, tidiness, hygiene, safety, etc.
- Monitor quality assurance through class visits, individual follow-up of trainers, checking exams and certificates, monitoring the use of class times, etc.
- Ask for help from the pedagogical counselling service and/or from the inspectorate
- At regular intervals, conduct a survey of (1) the adult learners, regarding lesson content and teaching methodology, and (2) the employees, on the functioning of the management and the secretariat
- Stimulate further training also in the field of quality assurance.

Result area 4: Human resources

Leading and guiding the personnel.

Managers take on the role of leader and coach. As leaders, they inspire the entire team of employees and are easily accessible. They are participative leaders and team players who believe in the power of consultation, support, facilitation and giving space, while yet holding employees accountable

for their own performance. They motivate employees and stimulate development of their competencies.

Target:

- Put the right person in the right position
- Achieve the objectives of the centre with a competent and motivated team
- Promote a positive climate and boost the well-being of the staff, for example by conducting performance and evaluation interviews.

Behavioural indicators:

- Planning: in line with the centre's strategy, set up and maintain an adequate organisational structure, determining the personnel needs (drawing up a 'personnel planning'), procedures, among other things, for recruitment related to drafting staff in consultation with the governing authority
- Determine the job descriptions of the various positions, dividing the jobs in accordance with the skills of the individual: depending on the procedures and powers of the governing authority, select and recruit or propose candidatures of new staff members; make clear to trainers what is expected of them by means of a job description and, in the case of newcomers, an information brochure
- Select and recruit staff: select the competence profiles - in particular, the pedagogical qualities in adult education
 - Promote the image of the centre in order to attract new employees. Provide induction, guidance and follow up so that new employees can integrate into the centre as quickly as possible
 - Ensure a positive and motivating working climate, a pleasant working atmosphere
- Delegate tasks in a fair manner and provide necessary support. At the same time, encourage and appreciate good results, and demonstrate care for staff members
- Develop a sound in-service training policy for the development of employees, map out the needs, possibly ensuring an attractive offer specific to the needs of the centre, supervise the transfer of what has been learned, integrating it into practice. Encourage employees in continuous training
- Set up activities related to the supervision and follow-up of the employees: organise and chair staff meetings, support the trainers with advice and action; 'coach' where necessary or desired, ensure that the deputy manager and technical advisor fulfil their tasks properly, encourage and enable them to do so, conduct performance interviews and evaluation interviews with non-subsidised employees

and temporary staff - additionally, conduct these interviews with all staff members, encourage trainers to commit to the centre. In non-classroom activities (participation in learning events, scholarships, etc.), help resolve conflicts (between trainers, between trainers and adult learners, and so on), recognise and value good performance, report inadequate performance and sanction/have sanctioned or initiate disciplinary proceedings as necessary.

Tasks/duties (as manager):

- Develop the mission, long-term vision and planning with regard to the further expansion of the centre
- Ensure the drawing up, implementation and follow-up of a financial (multi-year) plan
- Translate the mission and vision into a policy plan and help to concretise the policy plan into action plans
- Prepare the individual job descriptions
- Inspire employees
- Monitor the proper implementation of the policy plan: critically analyse the operation and discuss possible deviations from the policy plan and make any necessary adjustments
- Prepare the organisational chart of the centre
- Ensure that the decision-making procedures in the centre are recorded
- Ensure that the decision-making procedure is known: all those involved have realistic expectations with regard to the different roles within the procedure
- Act as bridge between management and staff
- Act as bridge between the Adult Education Federation/Association and the centre.

Tasks (as coach):

- Ensure the recruitment and retention of the appropriate employees within the centre, in order to successfully implement the policy plan
- Select and recruit new employees
- Divide the tasks according to the competencies of employees (the right person in the right position at the right time)
- Be accessible and available to employees
- Watch over the working atmosphere and take initiative in improving it
- Handle disagreements and conflicts
- Act from the agreed vision of competency-based coaching. Use the tool of the development cycle for staff and trainers. Act as coach and (first and/or second) as evaluator
- Develop a professionalisation policy for staff and trainers, and monitor the promotion of expertise.

Result area 5: Guidance for adult learners

Recording the organisation and the follow-up of the (pathway) guidance for the course participants in consultation with the management team.

Target:

- Involve the adult learners in their training and in the educational process
- Help the trainees (and/or target groups and/or organisations) to achieve their objectives in the most effective and efficient way.

Behavioural indicators:

- Ensure a good 'intake' and orientation by the staff of the secretariat, ensure a positive and smooth reception in the centre; organise intake interviews for certain target groups, draw up admission tests and have them taken; map the initial situation of the course participants by introducing, granting exemptions - depending on the starting level of the course participants; inform interested parties and course participants of the possible trajectories and advise them accordingly
- Oversee effective supervision of the learning processes by the trainers: ensure good trajectory guidance, supervise the course participants and give appropriate advice, both within the centre and outside it, and follow up this trajectory (or have it monitored) and adjust if necessary
- Provide, where necessary, good psychosocial support: e.g. trainers who guide adult learners with personal problems/situations
- Organise education for special target groups e.g. job seekers, immigrants, the underprivileged, etc. (depending on the needs in the region).

Result area 6: Communication/Consultation and cooperation with all 'internal' partners

Ensuring and supervising good communication and consultation with all 'internal' bodies or parties involved in the centres. The managers take on the role of communicator. They ensure efficient and targeted information flow.

Target:

- Ensure a positive exchange of information
- Obtain the cooperation of all internal partners, especially staff
- Comply with a number of legal or board-imposed obligations.

Behavioural indicators:

- Ensure good communication with the organisational bodies through formal or informal contacts of the centre (reporting, advising, consulting, formal approval questions, and so on); subjects that are mainly discussed are vision, values, general policy of the centre, personnel policy (including programming, appointments, replacement, etc.), budget, investments and infrastructure, partnerships, etc.
- Set up effective communication channels and ensure good communication with the trainers and with the course participants: seek the opinions of the course participants regarding the functioning/quality of the centre by providing complaint or suggestion boxes, distributing service notes, addressing and questioning adult learners themselves, etc.
- Chair, participate and/or ensure the proper functioning of, among other things, staff meetings, pedagogical study days of professional groups, internal consultation, etc.

Tasks:

- Help ensure a suitable communication structure
- Set up efficient and targeted communication channels
- Adapt them to “stimulate and coordinate internal networking”;
- Create a positive image which starts from inside
- Analyse the environment strategically with the staff.

Result area 7: Communication/Consultation and cooperation with ‘external’ partners

Ensuring and supervising effective communication and consultation with all ‘external’ partners. The managers take on the role of communicator. They ensure efficient and targeted information flow. As networkers, they represent the organisation in dealing with the press, government, fund providers, and other external partners. They maintain the partner networks and expand them further.

Target:

- Ensure a good exchange of information
- Obtain fruitful cooperation
- Comply with a number of legal or network-imposed obligations.

Behavioural indicators

- Ensure the building of networks; maintain contacts with the relevant companies for the training provided (including internships, visits, jury members, in-service training of their staff, adapting training courses,

making staff available as trainers or guest speakers, with regard to future employment for the graduates, etc.)

- Maintain contacts with the 'higher' or external centre authorities, including the Ministry of Education, with the inspectorate, with those in charge of the umbrella organisations or networks, among others, with regards to guidance, refresher courses, lesson tables
- Achieve and maintain positive agreements with representatives of the general educational bodies. Maintain contact with the pedagogical colleges for the training of young trainers (internship opportunities, and so on), for cooperation in training
- Maintain contact with various education providers including local community centres, various NGOs that mainly target immigrants, asylum seekers and the underprivileged; sub-regional employment committees, agencies for employment, agencies for a national language, etc.
- Maintain contact with managers of other types of centres of adult education, language centres, or centres from the region in matters of cooperation, division of tasks, exchange projects, as well as with other organisations such as the agency for employment, centres for basic education and for 'lifelong learning', etc.
- Create space for exchange projects and international contacts, international cooperation, etc.

Tasks:

- Help ensure a suitable communication structure
- Set up efficient and targeted communication channels
- Stimulate and coordinate networking: attracting new network partners, setting up partnerships, and ensuring that these are anchored
- Represent the interests of the target group and the basic education sector
- Help to create a positive image and promote the centre
- Analyse the environment strategically (consider which other players/partners are in the field/what are the local needs), and based on this, make choices about how to profile the centre while adopting a proactive and anticipatory attitude.

Result area 8: Financial and investment policy

In line with the instructions of the board, preparing, implementing and following up the budget.

Target:

- Optimally deploy/manage the financial resources
- Safeguard the assets of the centre

- Comply with a number of legal obligations or obligations imposed by the governing body or donors.

Behavioural indicators:

- Draw up a multi-year plan for material/financial management, draw up the annual budget, ensure correct accounting, make investment proposals, make cost-benefit calculations, advise and follow up files for new construction
- Provide advice for the management and maintenance of the buildings, take care of purchases (didactic material, infrastructure, etc.), where necessary, with respect to the legislation on public procurement, contact companies, suppliers, negotiate conditions with important suppliers, verify and sign invoices; ensure the proper management of stocks; monitor compliance with safety, hygiene and environmental regulations; acquire additional financial resources (partnerships, sponsoring, city fund projects, and so on); monitor the cost-conscious behaviour of the staff, ensure timely submission of necessary financial and administrative reports to tax departments, social security, etc.

Tasks:

- Regular check-up of the three main financial reports (the balance sheet, the income statement, the cash flow statements)
- Internal control of the tasks and responsibilities of related departments and individuals in IALEs
- Regular follow-up of the current policy and requirements of the country regarding financial management in ALE
- Supervise all official financial reporting of the IALE
- Apply for and correctly use donor budgets.

Result area 9: Administrative management

Through good management of the secretariat, ensuring and supervising the correct processing of the document flow, personnel administration and adult learner administration.

Target:

- Ensure that all administrative obligations (imposed by decrees and others) are met
- Obtain necessary funding and subsidies
- Guarantee a good flow of information and a customer-friendly service
- Support the organisation of the centre.

Behavioural indicators:

- Supervise the correct processing of personnel administration (legal position regulation, replacement, leave arrangements, assignment distribution, and so on)
- Supervise the correct processing of the adult learner administration (certificates, adult learner card, exemptions, admission tests, attendance register, arrangements for paid educational leave, and so on)
- Ensure the timely and proper processing of all kinds of documents - official or otherwise
- Process all incoming and outgoing mail, and inform relevant parties as necessary
- Take care of keeping the classification and archiving, maintaining correct administration with regard to, among other things, insurance, ensuring respect for privacy laws
- Set up good IT systems to support all the above.

Tasks:

- Ensure effective management of the secretariat
- Supervise all administrative obligations
- Internally control tasks and responsibilities
- Guarantee an adult learner-friendly service
- Ensure timely and proper processing of all mail and documents.

Result Area 10: Marketing

The centre is suitably well-known and promoted within the region.

Target:

- Promote the image of the centre
- Recruit adult learners
- Ensure the existence and development of the centre in the long term.

Behavioural indicators:

- Analyse target groups and determine how these target groups can be reached
- Respect the house style, including that of the umbrella organisation
- Maintain good contact with graduates (word of mouth), spread notice of vacancies to graduates and course participants, organise open days
- Maintain contact with the business world through publicity in newspapers, magazines, local T.V. and radio, internet; publishing brochures, participating in events or competitions, organising activities outside the centre

- Make the infrastructure (computer room, kitchen, and so on) available to the local community
- Evaluate the marketing plan and actions, and make adjustments as necessary
- Design training offers based on the needs of community members as well as other local actors such as businesses, municipalities, etc.

Tasks:

- Be the “Ambassador” of the IALE maintaining good contacts in and outside the centre
- Analyse target groups from the perspective of local needs as well as from the profile of the local adult learners
- Develop and implement a marketing plan
- Recruit adult learners and ensure the development of the centre in the long term.

Result area 11: In-service training, self-development

Based on analyses of one's own strengths & weaknesses, guaranteeing one's own training and self-development. Managers share their own expertise and that of other people, and as generalists, make this expertise available to the centre.

Target:

- Ensure the preservation of broad general knowledge
- Keep up with developments in the “field”
- Improve/optimise the implementation of own assignment.

Behavioural indicators:

- Analyse one's own strengths, weaknesses and potentials (possibly based on feedback from a manager or from the employees)
- Draw up one's own development plan or development objectives
- Respond to existing training offers from the networks, the Ministry of Education and other relevant ministries, pedagogical institutions, universities, and so on - and take initiative (including self-study, reading, visits to other IALEs, etc.).

Tasks:

- Acquire sufficient insights from colleagues into the subject matter in order to be able to act as a coach
- Make expertise available to external partners
- Follow developments that are relevant for basic education and adult education
- Introduce innovation and stimulate its implementation.

Competencies

Overview

1. Thinking forward
2. Problem-solving thinking
3. Result orientation
4. Team leadership
5. Inspiration
6. Authenticity
7. Organisational talent
8. Persuasiveness
9. Relationship competence
10. Flexibility
11. Sociability
12. Discretion
13. Sense of initiative
14. Openness.

Professional expertise

The “technical” knowledge that is necessary to be able to perform the job well. This includes:

- Knowledge of the legal and regulatory framework with regards to education
- General knowledge of education policy, insight into the structure of adult education (the possibilities for referral, and so on)
- Insight into the functioning of the umbrella organisation, the Ministry of Education and other relevant ministries, (the ‘network’)
- Insights into the attainment targets, the different curricula, and so on
- Pedagogic-didactic knowledge
- Insights into the individuality of adult learning
- Broad general development (cultural, social, technological, and so on)
- Mastery of basic management techniques, finance, etc.
- Knowledge and use of modern communication techniques, PC, and so on
- Knowledge of the sources where previously-garnered information can be found.

Competencies

1. Thinking Forward

Core idea: The ability to develop a vision and strategy based on the analysis of environmental factors and a creative approach to social evolution. This also includes the ability to translate and update the aforementioned into concrete action plans.

Behavioural indicators:

- Follow social evolution, read professional literature, collect information, consult outsiders, consult with and listen to colleagues and employees, think about the future, in the longer term
- Be sensitive to what will become important tomorrow and place the centre in a broader social context
- Know where one wants to go; translate the mission/vision into concrete (sometimes even commercial) projects in function of the individuality of the centre, add one's own touch, write a 'policy plan', be critical of evolutions in society, be open to innovation, be receptive to new ideas, encourage forging new paths, be a catalyst and accelerator, define a clear strategy and concrete action plans.

2. Problem-solving thinking

Core idea: The ability to identify problems and creatively define solutions.

Behavioural indicators:

- Be able to identify, situate and describe a problem, distinguish the main from the side issues, be able to communicate and deal with, not avoid problems
- Come up with solutions, not questions, break down complex problems into sub-facets, be able to put delicate problems into perspective and objectify them so that they can be discussed, weigh the pros and cons of different solutions, devise original solutions in which no one loses face, break stereotypical thinking
- Stimulate others to think creatively in order to arrive at alternative solutions, help a group analyse a problem, bring forward the concrete elements and weigh them against each other, be ready, if necessary, to call in third parties in a timely manner in order to solve a problem that cannot be solved alone.

3. Result Orientation

Core idea: The will and drive to achieve set goals even under difficult and/or disappointing circumstances.

Behavioural indicators:

- Set priorities, formulate concrete, realistic goals for themselves and the employees (while allowing them to determine for themselves how to achieve these), delegate activities, evaluate progress, draw conclusions and react promptly, make decisions after reaching consensus (and even when there is no consensus), not give in to matters of principle
- Be driven to achieve one's goals, seeks alternatives to achieve them
- Use one's time efficiently, encourage others to participate, involve others as much as possible in one's plans, act quickly when necessary, ask for feedback from employees and external parties
- Be resilient, be able to quickly overcome adversity, not give up, start again, anticipate problems and anticipate them, maintain an overview, continue to see "the forest for the trees."

4. Team Leadership

Core idea: The ability to give direction to a group of employees, to motivate and enthuse them in the mission/vision of the centre in order to establish good cooperation between the employees and sub-teams.

Behavioural indicators:

- Indicate the direction, set goals, make clear agreements, inform employees of the state of affairs, conduct meetings in a constructive way
- Allow all (including conflicting) opinions to be discussed and seek consensus, place the right person in the right position; delegate specific tasks according to their skills (know their strengths & weaknesses), make available to all employees the information needed in order to be able to perform their job properly
- Monitor employees, coach, encourage, correct and adjust when necessary, be available, work with an open door, create space for personal input
- Allow everyone to have their say, ask for advice, consult, listen, express appreciation for good performance, recognise and reward individuals or groups who perform well, give credit where credit is due, not claim credit, dare to take unpopular measures, dare to point out mistakes to an employee, prevent and/or mediate in tensions or conflicts, keep to agreements made and ensure that others also respect the agreements
- Have informal contact and pay attention to employees' personal needs or problems, set a good example, not always solve the problems oneself

- Give others the opportunity, but be available for help, stimulate actions involving employees from different fields, encourage employees to organise activities together to create a feeling of “us”, to create delegate powers (e.g. use of budgets).

5. Inspiration

Core idea: The ability to enthuse and encourage others based on one’s own convictions so that they will make a spontaneous effort.

Behavioural indicators:

- Have a positive self-image and a positive view of humanity, believe in people, in the potential of each adult learner; believe in employees, always defend the objectives of the centre, “fight” for the interests of the centre, its employees and its adult learners
- Be authentic, be oneself, show self-confidence, radiate enthusiasm, give confidence to people; encourage a great deal, believe in the mission, vision, values of the centre and also promote this, be straightforward, consistent and correct, be able to get people on board, leverage their motives
- Not be discouraged by setbacks, start again and again, not be a doomsayer, be critical but not cynical; see the positive side and emphasise this, be a pioneer, be a good example to others.

6. Authenticity

Core idea: The quality of being oneself, and being consistent in thinking and acting.

Behavioural indicators:

- Be consistent, treat each employee fairly, take decisions based on the principles, values, norms which are expressed in the mission; show explicit behaviour in accordance with the values
- Fulfil agreements, always give opinions honestly, and in a straightforward manner, dare to show one’s feelings
- Be open and unbiased; judge behaviour, not people, stand up for one’s own opinion, even if it goes against the majority (or against a superior), be discreet, handle private information with delicacy
- Be fair and honest.

7. Organisational talent

Core idea: The ability to work in a planned and effective manner.

Behavioural indicators:

- Draw up a work schedule based on a thorough analysis, develop an agenda, an activity calendar
- Set objectives, regularly follow up and adjust, be able to materialise an idea into practical, executable, achievable steps, divide major projects or actions into different phases, test or see what is feasible in the short term and what in the long term, delegate particular tasks to the most suitable persons
- Set priorities, distinguish between important and less important matters, make clear agreements, set clear evaluation criteria, prepare meetings well with a clear agenda
- Pass on the right information to the right people in a timely manner, have constructive meeting techniques
- Ensure accurate reporting and effective follow-up, make good use and allocation of the available space (e.g. location of office - centrally, easily accessible).

8. Persuasiveness

Core idea: The ability to influence others and get them behind an idea.

Behavioural indicators:

- Explain why one is doing something, why one is making or has taken a decision, reflect on the situation
- Convey one's message enthusiastically, adapt one's arguments to the target group or audience
- Use the right communication channel, the right timing, the right place to communicate something important, indicate the goal and the way to achieve this goal, seek input from others
- Allow a desired outcome to emerge from the group, seek alliances to achieve the shared goal, provide counter-arguments and know how to refute them, regularly repeat what is important, not act defensively, set up a clear strategy to achieve an aim, have a network of people that one can approach and engage for the centre's business when necessary.

9. Relationship (Competency)

Core idea: The ability to make and maintain contacts.

Behavioural indicators:

- Take time to listen to and show interest in others (employees, course participants, external parties, etc.), ask questions, listen actively, provide feedback, seek out people to talk to, speak to them, ask how they are doing, not close down
- Conduct an open-door policy, see, recognise the specific needs or situations of adult learners, show empathy, be able to sense others' emotions, readily admit when one is wrong, dare to speak one's mind, but remain tactful and respect the opinion of others, be able to express one's ideas and views clearly
- Be discreet, maintain eye contact when speaking with someone, be able to and dare to confront different opinions, have a sense of humour, address employees by their first name.

10. Flexibility / critical attitude

Core idea: The ability to take into account changing circumstances and adapt one's own behaviour and approach accordingly. Critical attitude towards one's own actions is the willingness to question one's own methods, approach and oneself.

Behavioural indicators:

- Be able to change one's own mind, be open to criticism, question one's own working method
- Be able to admit and correct a mistake, be able to effortlessly perform several activities simultaneously
- Switch smoothly from one measure to another, be able to empathise with very different contexts, be willing to deviate from an existing schedule in favour of something unexpected but of a higher priority, be flexible in situations with people
- Don't apply rules to the letter, but with the intended spirit, adapt language and attitude to the situation and to the people one interacts with, be open to new visions or educational concepts, be willing to sacrifice personal time for the sake of the centre, be willing to work irregular hours and/or in different places (mobility), be willing to recharge, to continue training, etc.

11. Sociability

Core idea: Have an understanding of the broader social dimension of the position and show genuine interest in others.

Behavioural indicators:

- Be particularly focused on the other and be able to sometimes “read” another person
- Have a kind of antenna that allows you to quickly pick up signals from the other person
- Have an eye for non-verbal communication
- Be a good listener: understand what the other is saying, encourage the other to tell their story without interrupting, use active listening techniques
- Pay attention to others, give them space
- Be respectful even if the other has ideas or makes choices not to your liking
- Feel what is sensitive in others or what may hurt others
- Quickly sense your subcutaneous conflicts
- Have a radar for dissatisfaction within teams or from certain individuals
- Quickly estimate emotional value
- Quickly gain the trust of the other in people feeling heard by you
- Not leap to judging others.

12. Discretion

Core idea: Be able to handle private and personal information about staff members, colleagues, adult learners, the centre, or the governing body in a confidential and sensitive manner.

Behavioural indicators:

- Know how to be silent and when to be silent
- Speak up when you must speak
- Don't provide information about someone that would affect the person in question
- Don't blow things up, exaggerate or exacerbate a situation unnecessarily
- Don't diminish or trivialise things that should be treated as significant
- Give correct facts when contributing
- Never harm anyone else's cause.

13. Sense of initiative

Core idea: The ability to think ahead and take proactive steps.

Behavioural indicators:

- Take initiative quickly and act quickly; be decisive
- Set goals and be result- and goal-oriented
- Like to get on with things, not merely letting them take their course
- Work diligently and do not delay or waver
- Come across as convincing
- Don't get stuck in considerations
- Be full of energy, work ethic and entrepreneurship.
- 14. Openness
- Core idea: Show a willingness to have an open dialogue with all participants in the educational process.
- Behavioural indicators:
- Be open-minded and approachable
- Approach a situation neutrally and objectively
- Don't be misguided by bias
- Don't be premature in your opinions
- Don't leap to judging others.

The Harvard Business School Professor Clayton Christensen once said: "Management is the opportunity to help people become better people. Practiced that way, it's a magnificent profession". May this curriculum contribute to inspire ALE managers in their magnificent profession.

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