

Terms of references

Introduction:

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 approximately 900 adult education centres (Volkshochschulen) and their state associations, the largest service provider of continuing education 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 50 years now. DVV International provides worldwide support for the establishment and development of sustainable structures for a lifelong youth and adult learning and education (YALE).

Funded in a large part by the German Ministry of Economic Cooperation and Development (BMZ) for the creation/strengthening of social structures, the Institute cooperates with more than 200 partners in more than 30 countries in Africa, Asia, Latin America and Europe. DVV International promotes, together with national, regional and global associations of adult education (AE), lobbying and advocacy activities for the human right to education and lifelong learning. In doing so, DVV International contributes to the United Nations Sustainable Development Goals (SDGs), the Global Agenda for Education (Education 2030) and the UNESCO International Conferences on Adult Education (CONFINTEA).

DVV International supports the exchange of information and interaction between professionals at European and global level through conferences, seminars and publications. DVV International's interventions cover three levels: *first level* – contribution to policies, strategies, standards and norms, as well as funding on national level (macro level), *second level* – institutional capacity building and capacity building of teaching staff (meso level), and, *third level* - the basic model interventions for the population with potential for replication at national, regional, and international level (micro level).

Project background:

DVV International is a German non-governmental organization active in the field of adult education since 1969. Under the overarching goal of poverty reduction, DVV International promotes education so that people could obtain it throughout their lives and strives to build a system of development-oriented adult education in more than 30 developing countries and countries in transition. Since 2010 DVV International has been operating through its Regional Office also in Ukraine.

The DVV representative office in Ukraine in cooperation with the Ukrainian Adult Education Association is currently running a training course for a group of 25 trainers in Adult Education according to the Curriculum GlobALE programme.

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Curriculum globALE (CG) is a cross-cultural core curriculum for the training of adult educators worldwide. It was developed jointly by the German Institute for Adult Education (DIE) and DVV International, the Institute for International Cooperation of the German Adult Education Association. In five modules, it describes the relevant skills needed to lead successful courses and provides guidance on their practical implementation. Curriculum globALE aims to enhance the professionalisation of adult educators working in different contexts by providing a common competence standard; support adult education providers in the design and implementation of train-the-trainer programmes; foster knowledge exchange and mutual understanding between adult educators across countries and regions.

The trainers have been enrolled on a competitive basis in December 2018 and since then have taken part in two first modules of the program on December 17-20 (Module 1. Approaching Adult Education, 32 hours) and on April 4-7 (Module 2. Adult learning and adult teaching, 32 hours). The following Modules are scheduled for 2019: Module 3. Communication and group dynamics in Adult Education, 32 hours, June 20-23; and Module 4. Methods of Adult Education, 32 hours, second half of October – November), and for 2020: Module 5. Planning, organization and evaluation in Adult Education, 32 hours, January-February; and final assessment in April 2020.

Brief description of the assignment:

To prepare and conduct the Module 4. Methods of Adult Education

Topics should include the following:

- Integrating methods in instruction (What are the methods? What are the criteria for choosing the adequate methods?)
- Overview of methods (typologies for methods; Importance and advantages of interactive methods; Adequacy of methods to the gender, age, culture and other characteristics of the target group; Opening methods; Methods to impart information, tap knowledge and develop content; Moderation techniques; Warm-ups and methods to increase concentration; Methods for ending the instruction; Method and techniques for self-organized learning)

Outputs:

1. Trainees are made aware of the importance of choosing appropriate methods for different purposes and contexts. They are introduced to criteria for choosing adequate methods (e.g. learning/teaching aim, group size, etc.) and learn about factors which may impact on the adequacy of methods (age, gender, etc.).
2. Trainees are introduced to and/or perform practical exercises to a range of methods for different purposes and contexts. They reflect on the respective advantages/disadvantages of these methods. As a minimum the following needs to be covered:

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a) Methods for different phases of the training (opening methods; warming-up exercises; ending the instruction methods): introduction to the importance of these methods/phases and introduction to 2-4 examples for each phase.

b) Presentation and visualization techniques (lecturing, input giving; using power point; flip chart etc.) Introduction to principles of presentation/visualization in adult learning contexts; exercises.

c) Group work methods (e.g. four corners methods, 5x5 method, sandwich method): Introduction to the characteristics of group work and introduction to 3-5 examples.

d) Creative methods (e.g. brainstorming, drawing, creative writing): Introduction to the function of creative method and introduction to 2-4 examples.

e) Social learning/experiential learning (role-play, simulation, project work, world café, open space etc.): Introduction to the function of social learning/experiential learning and introduction to 3-5 methods.

f) Individual, reflective learning: Introduction to the function individual reflective learning. Introduction to the learning diary.

3. Application: Trainees prepare, teach and reflect on lessons of their own: and discuss their experience with the trainer and/or with the group.

Duration of the assignment:

32 instruction hours (4 training days)

Period of the assignment:

Second half of October – November 2019

Place of the assignment:

Kyiv, Ukraine

Working language:

English (with the translation into Ukrainian) or Russian

Expert Profile

- University degree in relevant field;

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- Experience as trainer/educator in Adult Learning and Education;
- Training experience within the Curriculum globALE program;

Application documents submitted by June 15

1. Up-to-date CV
2. Brief concept note of the training that should encompass the following aspects:
 - Thematic fields of the training Module;
 - Draft of the training program;
 - Description of accompanying study materials and exercises
3. Proposed trainers' fee (including 3 days on preparation and 4 days of the training)

The documents can be submitted in English or in Russian language; or in both languages.

Contacts:

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