

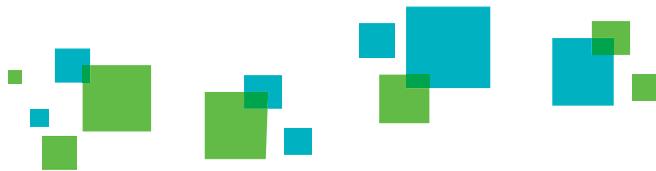
Volume II

Basic Leadership Development Course
Manual for Facilitators

Overview of Adult Learning Principles



Asia South Pacific Association
for Basic and Adult Education
Learning Beyond Boundaries



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The ISBN number for the publication is: 81-278-0040-6



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Asia South Pacific Association for Basic and Adult Education

ASPBAE

ASPBAE is a non-profit, non-government regional organisation with membership throughout the Asia Pacific region. It has operational relations with UNESCO. Its overall purpose is to strengthen the theory and practice of adult education as a contribution to individual and social development.

Today, ASPBAE covers a wide diversity of groups and individuals involved in both formal and non formal education, working with and through government agencies, universities, NGOs, community groups, trade unions, indigenous peoples, women's organisation, the media and other institutions of civil society. Their educational activities reflect global and regional imperatives in the promotion of people's empowerment and sustainable development.

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Linking Principles with Practice

Participants to the training come from very **diverse adult learning contexts** from a wide range of backgrounds, skills, knowledge and experiences as adult educators. But there are shared themes and regional challenges. As members of ASPBAE, they are committed to **transformative and empowering adult learning practice**, with the firm belief in everyone especially the most marginalized “right for all to learn”.

This module is to assist participants to connect their educational practice to the theory of adult education/learning, and hopefully challenge and contribute to this **community of practice**.

Objective

To develop and deepen an understanding of adult learning principles and practices from the experiences of the participants in the Asia-Pacific region, through sharing new education and training activities that work in practice.

Time required	Material Needed	Expected Outcomes
1 hour	Flash Cards/Meta Cards, markers, flip charts	By the end of this session, participants will be able to: <ul style="list-style-type: none"> • Identify principles of good adult learning practice, • Link the identified principles to the wider community of practice.

Activity I

Part 1: Individual Recall/Description/Reflection

You ask each participant to spend about five minutes to reflect and recall -

A favourite skill – whether it is to, knit, dance, curl their tongue, whistle, draw, climb steep rock faces OR



A learning activity that they have facilitated or experienced and enjoyed e.g. teaching someone/a group about the power of working together/ putting together a puzzle

After 5 minutes you confirm with participants that they have recalled and identified the activity. Ask each one to mentally think of what was required for the learning activity – did they fix an objective/goal? Was any specific material required? Was this done in steps? Why did they think the activity/process worked for them? Once they have found answers for themselves, ask participants to move into small groups for sharing and discussion.

Part 2:

Small Group Sharing

- Each group member shares with the group their favourite learning activity, describing how it works and the reason it works for them.
- Groups discuss the different reasons identified by members that made a learning activity a favourite.
- After the discussion, each group makes a list of the key characteristics that are shared across the different learning activities. This is written on an overhead transparency for sharing in the plenary.

Part 3:

Plenary discussion and lecture

Before the sharing begins, you introduce the idea – **“Our educational philosophy informs our educational practice.”** To introduce this you ask the group a few questions, namely -

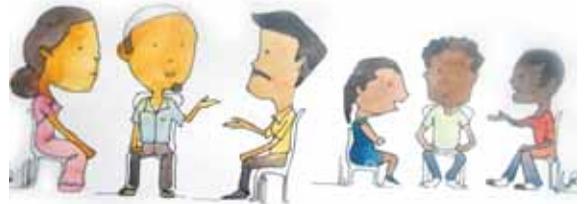
- What was the learning environment when they arrived in the room on the first day? Chairs were arranged in 3 rows – like in a regular classroom.
- How did they change the learning environment? The seating was re-arranged into a U-shaped formation, with the opening towards the board/facilitator.
- Why did they change the learning environment? The U-shaped seating arrangement facilitates eye-contact with all the other participants, allowing for better communication, it is more inclusive.

This exercise draws the group’s attention to the fact that participants represent a wide range of backgrounds, skills, knowledge and experiences as adult educators



and this seating breaks the notion that anyone is more or less important than the other. Everybody is a teacher and a student.

In the plenary each group shares the list of key characteristics they have identified to arrive at a common list. A grid with three columns is made. In the first two columns the activity and its characteristics are noted. Please see table below as an example –



Activity Identified	Key Characteristics	Principles of Practice
Focused Group Discussion	Small Group – interact at a very personal level Learn to exchange opinions and manage differences	Inclusive Sharing and challenging
Role Play/Simulations	Safe space to express and learn Fun Dress rehearsal for real situations Empowering process	Learning by doing Ownership
Games	Fun, hands-on Result oriented	Experiential Joint effort

Once the common activities and key characteristics are shared, the facilitator then asks the participants to discuss and identify the possible principles of practice that are explained by each activity. The highlighted sections in the grid above are some of the identified Principles of Practice.

Complete this session by talking about the different concepts that is important to Adult Learning –

- Context
- Content
- Method/Process

If time and resources allow, this module can include a session on learning styles.

Notes to the Facilitator

Concepts Important to Adult Learning

a. **CONTEXT** - Outcome of learning activity changes **CONTEXT** and a lot of activities are designed by **CONTEXT** – and **CONTEXT** shapes **PRACTICE**; **PRACTICE** CHANGES **CONTEXT**; Education has the ability to change **Context**.

- Holistic and interrelated (**SPEECH** – social, political economic, environmental, cultural and historical aspects) - entry point, how you engage with your community
- Addresses the needs of the individual learners, the organization and the broader community. (The dichotomy between the individual-society is false: educated, empowered individuals create social change)
- Acknowledges the links between the local, national, regional and global as interconnected.
- We engage the individual as a whole person (thinking, feeling, doing) and not just the feeling of fun but other emotions (fear, anger, etc.)
- We have a **vision** of where we want to go – a society where there is equitable distribution of resources, where power is shared towards societal transformation.

b. **CONTENT** – **COLLECTIVE KNOWLEDGE**

- recognition of different knowledge systems (*that we need to work with*)
- **acknowledgment** of the growing need to work across traditional disciplinary boundaries (*learn to work across disciplines; to be multidisciplinary; be confident about your entry point*)
- co-generation/co-production of knowledge (*e.g. workshops – begin by sharing and open the possibility that you will generate knowledge as individual knowledge will generate community knowledge*)
- Sharing and ownership of knowledge

c. **METHOD/PROCESS** – “**LEARNER CENTRED**”

- intentions of learning (accidental, informal, non-formal and formal)
- reason for learning (occupation, social roles, interests)
- domains of learning (knowledge, skills, attitudes and understandings)
- kinds of learning (instrumental, communicative, emancipatory)
- learning styles (no single way of learning)

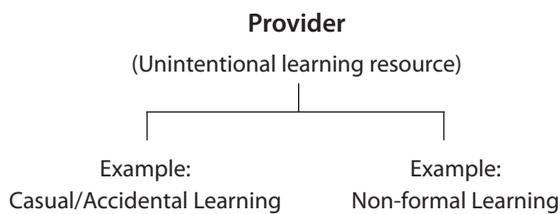


- modes of learning (input and action learning)
- begins with the experiences of the learners

We engage the individual as a whole person (thinking, feeling, doing) and not just the feeling of fun but other emotions too (fear, anger).

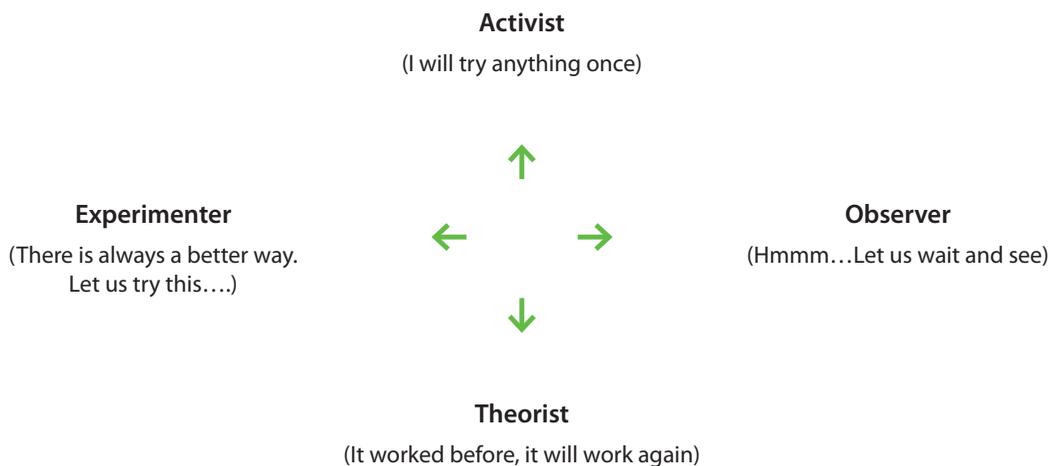
- Collaborative learning and Participatory learning
- Praxis (reflection and action/theory and practice)

Illustration of Learning Intentions

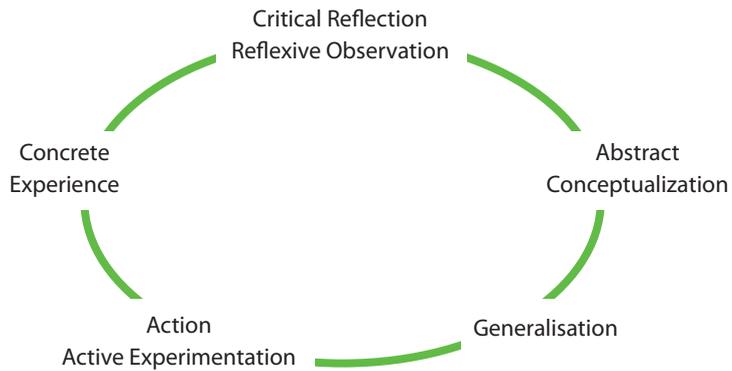


The Four Pillars of Education as described in Chapter of *Learning: The Treasure Within, Delor's Report (1996)*

Learning Styles



Single Loop Learning



Reference: *Kolb's Learning Cycle or Single Loop Learning*

Double Loop Learning



Reference: *Double Loop Learning or Transformative Learning*

Point to Ponder:

How do we move learning to action? How do we transform and move beyond single loop learning?

You can use the Presentation on Principles of Adult Learning.

Suggested readings

Adults and Experiential Learning

- a. Application Brief: Learning Styles and Vocational Education Practice by Bettina Brown
- b. ERIC Digest No. 200: Transformative Learning in Adulthood by Susan Imel
- c. ERIC Digest No. 185: Popular Education: Adult Education for Social Change by Sandra Kerka
- d. Griff Foley (1995) Chapter 3: "Teaching adults" in *Understanding adult education and training*, ed. G. Foley, Allen & Unwin, St. Leonards, Australia.
- e. Peter Jarvis (1995) *Adult and Continuing Education: Theory and Practice (2nd edition)*, Routledge, London. (Table 5.1) pp 103-104/

Overview of Adult Learning

- a. ERIC Digest No.154: Guidelines for Working with Adult Learners by Susan Imel
- b. ERIC Practice Application Brief: Using Adult Learning Principles in Adult Basic and Literacy Education by Susan Imel
- c. Alan Rogers (1992) *Adults learning for development*, Cassell Educational Limited, London. (Chapters 2 and 4)
- d. Anne Hope and Sally Timmel (1984) *Training for Transformation*, Mambo Press, Zimbabwe.

Understanding my World

Session 1 Context Analysis

Objective

To arrive at an analytical overview of the current socio-political and economic context of Asia-South Pacific region.

(You can choose to use one or both the activities mentioned in this section.)

Time required	Material Needed	Expected Outcomes
1 hour 45 minutes	Cloth/paper on which a map of the region can be drawn and displayed, marker pens, meta cards, colored papers in at least 2 different colors, flip charts/butchers paper, blue-tac, tape	By the end of this session, participants will be able to: <ul style="list-style-type: none"> • Map the social, political, economic situation of the region, • Gain a greater understanding of regional sensitivities • Establish linkages between the development issues in the Asia Pacific region • Understand and appreciate the significance of our Adult Education practice which is shaped on the basis of the context in order to change the context.

Activity 1

Group the participants according to different criteria e.g. month of birth – those born in months of January to March in one group; April to June in another group; and so on.



The group is asked to identify current issues/concerns in the region and group them under major categories OR

Group the participants per region – East Asia; South Asia; South East Asia; South Pacific; Central Asia

After discussion the small groups, indicate on a map the strengths/weaknesses of the region, identify current issues/concerns and group them under major categories. This can be done by writing the issues/concerns on cards and pasting/ pinning them near the “trouble” spots in the region.

Note: You should ensure that the group size does not exceed 7 persons to allow for participation of all group members in the discussion.

Discussion guidelines (refer notes at the end of this Module):

- What are the main development challenges in your country-sub region?
- Identify similarities and differences in the region
- Why does this happen? The forces that work or do not work in a given situation. Identify the root causes of the current situation
 - Factors for e.g. political situation, social context
 - Power analysis – WTO, prevailing attitudes of national government
 - Placing Asia Pacific in the world’s larger context

Activity 2¹

Linkages between Issues in the Asia Pacific region and how the development context shapes Adult Education Practice

Objectives for Activity 2:

- To develop a contextual understanding of the range and inter-relationships of issues that impact on development in the Asia Pacific region.
- To develop an appreciation of how ASPBAE’s members have different entry points for engaging with adults in learning and addressing the development issues in the Asia Pacific region.
- To reflect on, share and develop a framework of how adult education practice and organisational practice are able to establish links between these diverse issues for the adult learners and communities.



¹ *Designed and Conceived by Jose Roberto Guevara, Senior Lecturer-International Studies RMIT University, Australia and President – ASPBAE*



Give all participants 2 coloured papers (yellow and blue as an example). Ask each participant to write on the

Yellow paper – The **Primary Issue** that their organisation or they are involved in terms of adult education programs.

Blue Paper – the **Linked Issues** –2-3 Linked issues that they tackle in relation to the **Primary Issue** in their adult education programs.

Ask all the participants to walk around, initially only showing their **Primary Issues** to try to identify other participants with similar or what they think are very closely related issues. Allow natural groups to form based on similar **Primary Issues**.

Ask participants who are not able to join any of the **Primary Issue** groups to select one out of the three **Linked Issues** so they can join one of the **Primary Groups**. Ideally you should have 4-5 participants in a group.

Give the groups sticky tape, blue-tack, marking pens and a large piece of butcher's paper and instruct them to develop an **Issues Map** with the **Primary Issue** of the group in the centre of the butcher's paper. They need to map the links between the **Primary Issue** and the **Linked Issues** they all have.

The links will include

- a. What adult learning methods do they use to help participants develop an understanding of the links between these issues, and
- b. What organisational activities do they conduct that also assist with establishing these links?

Thus participants provide ways of linking the **Primary Issues** with the **Linked Issues**, through learning and doing activities.

After sufficient time for each group to work on their **Issues Map** ask each group to present. During the presentation try to identify what each of the groups used in terms of

- a. Adult learning methods to help develop a holistic and grounded contextual understanding of the issues,
- b. Organisational approaches to address these issues in a holistic way, and
- c. How the conceptual links were established.

Session 2 Challenges for Adult Education in the Sub Regions

Objective

To identify the issues that challenge development interventions and the different ways in which policy and practice may be influenced

Time required	Material Needed	Expected Outcomes
1 hour 30 minutes	Copies of the Human Development Index and sections of Human Development Report	By the end of this session, participants will know how to: <ul style="list-style-type: none">• Facilitate learning processes in the community,• Build awareness and skills to enable them to cope with changes and transformations.

Activity

Part 1: **Small group discussion**

Participants distribute themselves into small groups of not more than seven per group or less than four per group. The group can be formed on the basis of

- region – East Asia; South Asia; South East Asia; South Pacific; Central Asia
- organization – only one representative per organization in a group

In the small group, ask participants to discuss the following for presentation to the larger group -

- What are the major problems/issues related to education (in particular Adult Education)?
- How can we deliver effective adult education provisions that are responsive to the identified needs of adults in different context?



Part 2:

Sharing in Plenary

Each group presents what they have identified as issues related to adult education in the region.

After the presentations, move the discussion forward with the following questions:

- What are the factors that act as barriers to effective adult education provisions?
- Are we fully aware of the changing needs of the communities we work with?
- What kind of understanding do we have, at the level of the nexus between political and economic, in preparing adult educators of the future?

Close the session by sharing excerpts from the Human Development Report in particular the Human Development Index. Encourage participants to translate the figures of their respective countries in terms of economic, education and health levels.

Notes to the Facilitator

Over the last decade the region has seen dramatic changes, from economic boom to crisis to “waking tigers”. Thanks to technology and changing trade patterns, parts of the region are seen as fast developing while others are being left behind. There is great external pressure for more open political systems and greater transparency in democratic governments. Polarisation has increased in several areas - educational, social, religious and financial.

Current issues/concerns in the region as identified in the group discussions could include:

- Poverty
- Political situation in different regions: Countries like India, Malaysia and Thailand may be politically stable. Others are suffering from democratic/political problems and countries like Cambodia, Burma, Sri Lanka and Fiji have internal conflicts.
- Gender discrimination
- Illiteracy (South Asia has the highest illiteracy in the world)
- Corruption
- Migration problems: trafficking of women and children
- HIV-AIDS resulting from migrant and trafficking issues
- Child labour (increasingly serious yet understated concern especially in Vietnam)
- Child-soldier problems in Burma and India

Issues can be categorized as follows:

- Economic (poverty)
- Basic needs (property, health)
- Gender/women's issues
- Conflict (child-soldier)
- Political situation
- Migration/trafficking
- HIV-AIDS
- Natural disaster

Or under the acronym SPEECH as in

- **S**ocial
- **P**olitical
- **E**conomic
- **E**nvironment
- **C**ultural
- **H**istorical

A list of the development challenges in the region could include –

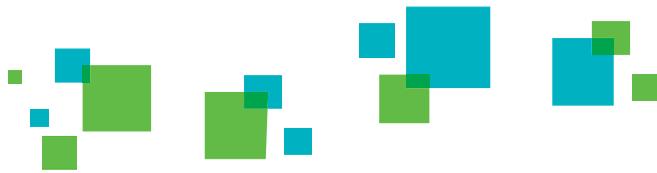
- **Economics** – Illiteracy, lack of education, political corruption, unequal distribution of wealth, Globalization - Economic imperialism and population
- **Political Situation** - Lack of political education, lack of transparency, accountability as well as democracy
- **Basic Needs** - People deprived of – Health, Education, Safe water, Voter education and voter rights, Basic human rights (UN MDG)
- **Conflict** - Conflict resulting from political, social, cultural and/or religious disagreement, lack of democratic institutionalization, lack of participation in decision-making
- **Gender and Women Issues** - Social discrimination, low literacy rate, political empowerment of women, patriarchal system

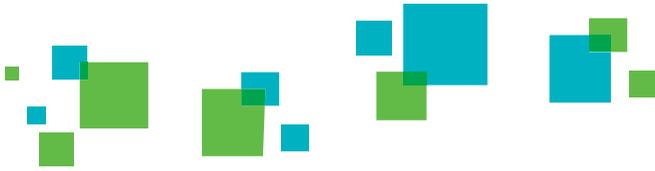


- **Migration** - Population, unemployment (due to lesser opportunities in their countries), political/religious conflict, poverty
- **HIV/AIDS** – Spreading very fast, no cure as yet, discrimination in society, lack of education/precaution

Suggested readings

- UN Human Development Report
- Millennium Development Goals





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