

pacemaking the education & employment: answers to new challenges and opportunities



Funded by the Erasmus+ Programme
of the European Union



Pučko otvoreno
učilište Koprivnica



pacemaking the education & employment: answers to new challenges and opportunities



Funded by the Erasmus+ Programme
of the European Union



Pučko otvoreno
učilište Koprivnica

Impressum

Pacemaking the education and employment: answers to new challenges and opportunities

Publisher:

Pučko otvoreno učilište Koprivnica / Open University Koprivnica

Fakultet za odgojne i obrazovne znanosti Osijek / Faculty of Educational Sciences Osijek

On behalf of the publisher:

Josip Nakić Alfirević, prof.

Cover design:

Artra d.o.o., Koprivnica

Print run:

200 copies

Koprivnica, March 2018

This project has been funded with support from the European Commission.

This publication [communication] reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.



CURRICULUM

FOR TRAINING PARTICIPANTS FOR THE PROFESSION

“EXPERT FOR THE COORDINATION OF EDUCATION AND EMPLOYMENT”



CONTENTS:

- 7 INTRODUCTION
- 9 PARTNERS
- 13 MORE ABOUT THE PROJECT
- 15 CURRICULUM MODULES
- 17 MODULE 1 – Andragogic models of teaching
- 31 MODULE 2 – Modern communication technology
- 42 MODULE 3 – Human resources management: research, analysis, planning and implementation
- 54 MODULE 4 – Cross-cultural competence

INTRODUCTION

Globalization and massive mobility at planetary level as well as significant social and economic diversity and the emergence of vulnerable social groups, migrants, asylum seekers and the Roma, require effective responses to these and many other issues and challenges. Large unemployment rates, social exclusion, religious and national inequalities and differences, further marginalization of particular social strata remain major social and economic problems in almost all countries irrespective of their current development and status. The large inflow of people from third countries brings an increasing number of EU states into a socially and economically very sensitive position. This in particular refers to a huge wave of migrants / asylum seekers which complicates the already existing issues of the Roma and other vulnerable groups in individual EU countries. Monitoring and analyses of the situation in Croatia, as a transitional country on the path of asylum seekers / migrants, has revealed great similarity with other environments. The efficiency of solving these issues is closely related to the level of cooperation and coordination of all stakeholders, with particular emphasis on education, economic activity, the labour market and the world of work as a whole.



This curriculum is a result of cooperative work of partner institutions from Italy, the Czech Republic, Poland, Lithuania, the UK and Croatia with the fundamental objective of training and enhancing the competences of employees in educational institutions for working with migrants, asylum seekers, the Roma and other vulnerable groups.

The curriculum is primarily focused on training participants for the innovative profession “Expert for the coordination of education and employment” with the prime goal of acquiring necessary competences that will contribute to the inclusion of these vulnerable social target groups in the processes of education and employment in their environments.

PARTNERS

PROJECT DEVELOPER for “Pacemaking the education and employment: answers to new challenges and opportunities”

Open University Koprivnica (Republic of Croatia)

www.pou-kop.hr



The Open University Koprivnica is a modern open university in the Republic of Croatia that operates following the concepts and practice of European open universities. It implements adult education and training programmes according to educational sectors.

PROJECT PARTNERS:

Faculty of Educational Sciences (Republic of Croatia)

www.foozos.hr



The Faculty of Educational Studies offers integrated undergraduate and graduate university class teacher studies, undergraduate and graduate university studies of early and preschool education as well as undergraduate studies of kinesiology. The Faculty also implements pedagogical-psychological and didactic-methodological training programmes within the Lifelong Learning Department.



Spoleczna Akademia Nauk (Poland)

www.san.edu.pl



The University of Social Sciences is the largest private educational institution in Poland that offers a wide range of undergraduate and craftman programmes, MBA and postgraduate studies as well as the unique American Master Programme in cooperation with Clark University.

Infor Elea (Italy)

www.inforelea.academy



INFOR ELEA carries out programmes covering the following corporate functions: management and finance, control and audit, human resources, communications and leadership, marketing and sales. The programmes are also focused on developing personal skills, information and communications technology and internet management.



Slovo 21 (Czech Republic)

www.slovo21.cz



Slovo 21 implements cultural projects for the Roma community and foreigners living in the Czech Republic. The main goals of the organization are to protect human rights, nurture tolerance, fight racism and xenophobia, and support education, employment and minority integration.

MBM Training and Development Center ITD

(United Kingdom)

www.mbmtraining.uk



The Education and Training Academy MBM works on enhancing inclusive education in general, and in particular in the field of teacher education: improving professional teacher training and raising the attractiveness of the teaching profession.





Vilnius “Židinio” (Lithuania)

www.zidinio.vilnius.lm.lt



Vilnius “Židinio” Gymnasium is an adult education institution engaged in primary, secondary and supplementary educational programmes in the Lithuanian language.



MORE ABOUT THE PROJECT “Pacemaking the education and employment: answers to new challenges and opportunities”



The Project was developed as a response to the need for coordinating the educational system and the labour market.

The fundamental objective of the Project is creating an innovative curriculum for the education and training of employees from educational institutions in order to enhance their competences in the field of working with migrants, asylum seekers and the Roma as secondary target groups.

The curriculum is focused on training participants for the innovative profession “Expert for the coordination of education and employment”. Upon completing the programme, participants will use



the acquired knowledge and contribute to including the above mentioned secondary target groups in educational and employment processes within their community.

The Project Developer is the Open University Koprivnica.

The Project includes partners from the following countries:

Italy,
the Czech Republic,
Lithuania,
Poland,
the UK and
Croatia.



Implemented as part of the Erasmus+ Programme.



Funded with the support of the European Union.



CURRICULUM MODULES

The Project partners have developed the curriculum of the Project “Pacemaking the education and employment: answers to new challenges and opportunities” in 4 modules.

Module 1) **Andragogic models of teaching**

(Expert for coordination of education and employment)

Module 2) **Modern communication technology**

Module 3) **Human Resources Management: research, analysis, planning and implementation**

Module 4) **Cross-cultural competence**

Module 1) Andragogic models of teaching

The module focuses on general issues of efficient and innovative adult education. It provides the basic guidelines for developing both learning and teaching processes, organising an educational environment and building valuable relations with adult attendants.

Model 3) Human Resources Management: research, analysis, planning and implementation

The module focuses on general issues of human resources management, intellectual capital, communication channels and tactical and strategic planning.

Module 2) Modern communication technology

The module focuses on general issues of e-learning, communication technology, media relations, new social networks, internet communication and multimedia.

Modul 4) Cross-cultural competence

The module focuses on general issues of developing intercultural competences between the teacher and trainer engaged in adult education promoting multiculturalism and human rights in both local and pan-European environments.



Module 1

Andragogic models of teaching

(Expert for coordination of education and employment)

Spoleczna Akademia Nauk (Poland)



Slovo 21 (Czech Republic)





Module 1) Andragogic models of teaching

Curriculum Expert for coordination of education and employment

The module **Andragogic models of teaching** covers the following topics:

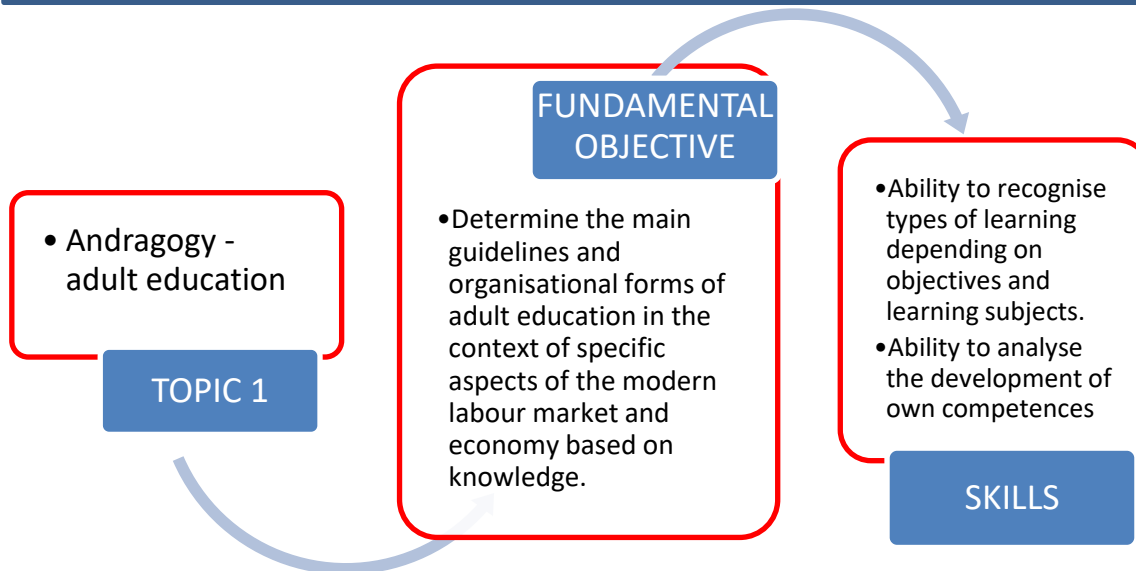
1. Andragogy - adult education
2. Motivation in adult education
3. Modern learning methods
4. Methodology in adult education
5. Modern teaching culture
6. Didactic teaching systems
7. Multimedia in teaching
8. Communication in adult education
9. Communication and positive discipline
10. Group dynamics, management and consultative work
11. Obstacles in communication and conflict resolution
12. Cross-cultural environment and legislation, continuing education, housing, employment and health care for asylum seekers and the Roma





Module 1) Andragogic models of teaching

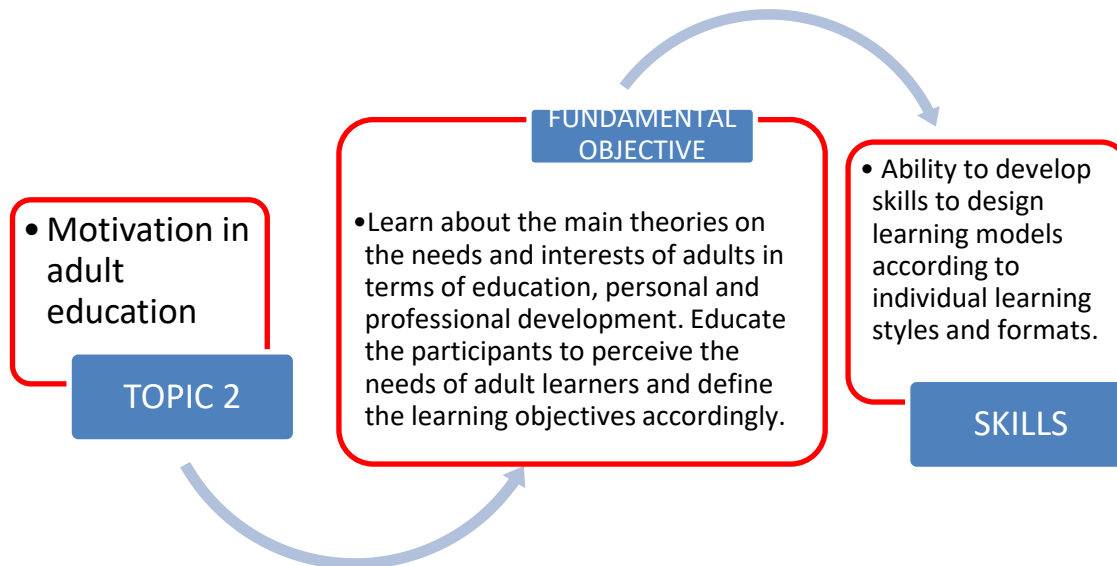
Curriculum Expert for coordination of education and employment

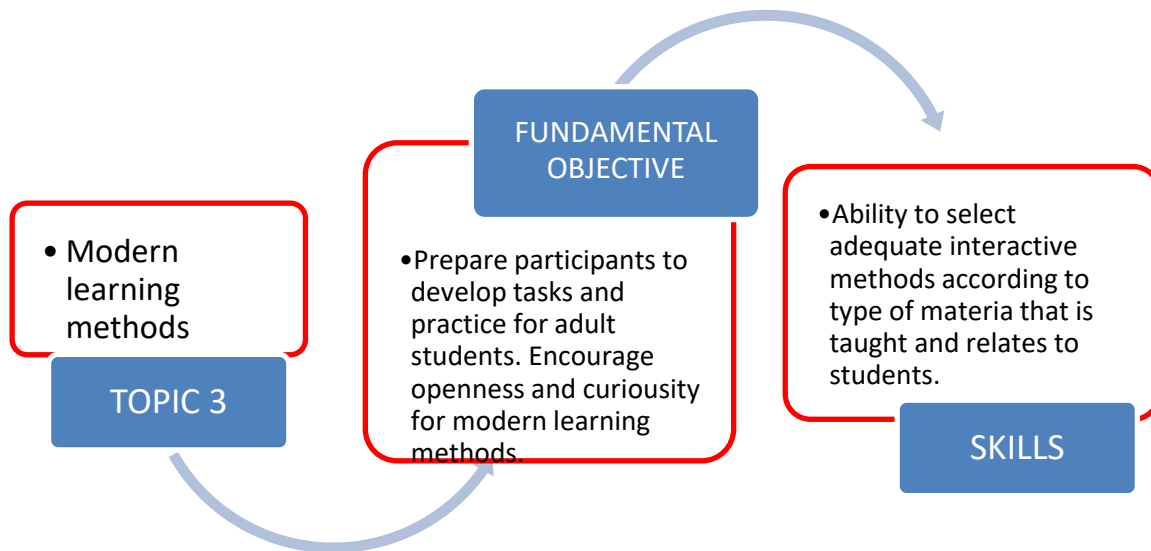


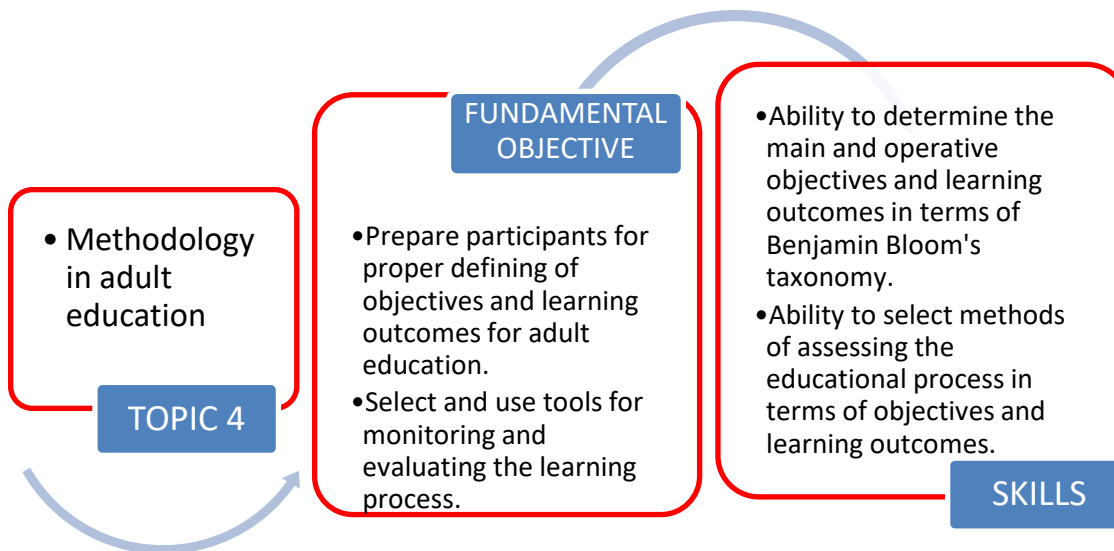


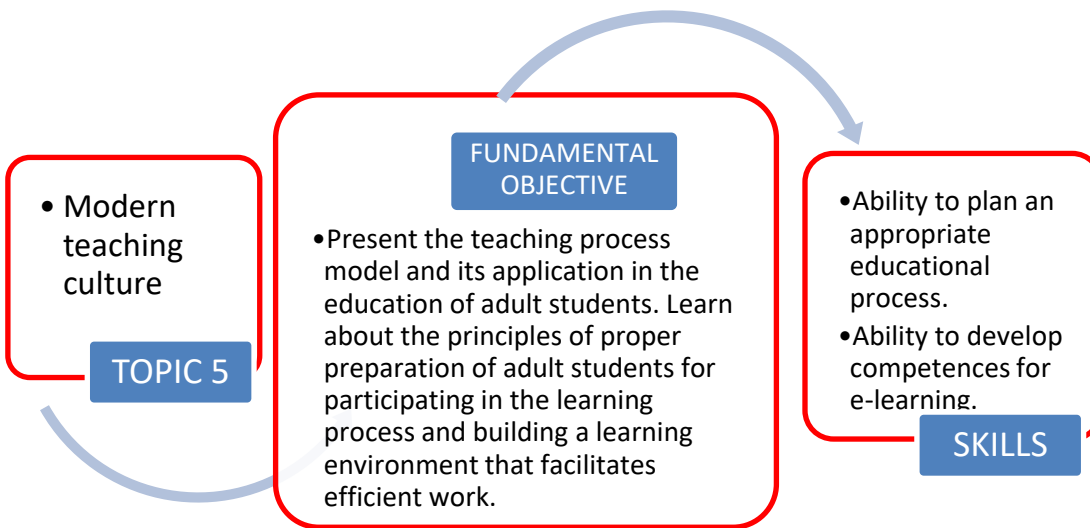
Module 1) Andragogic models of teaching

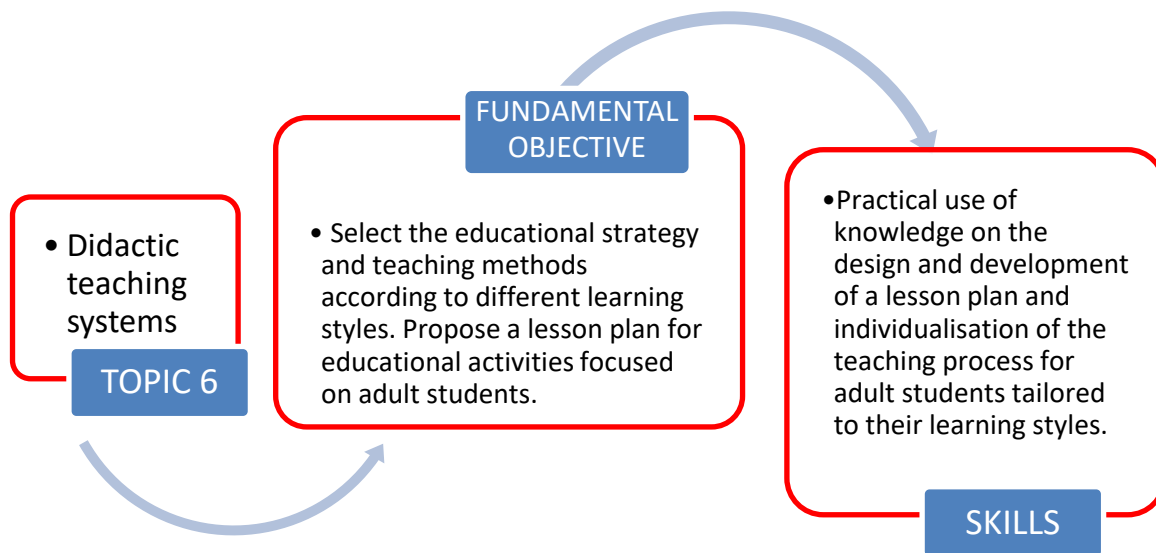
Curriculum Expert for coordination of education and employment

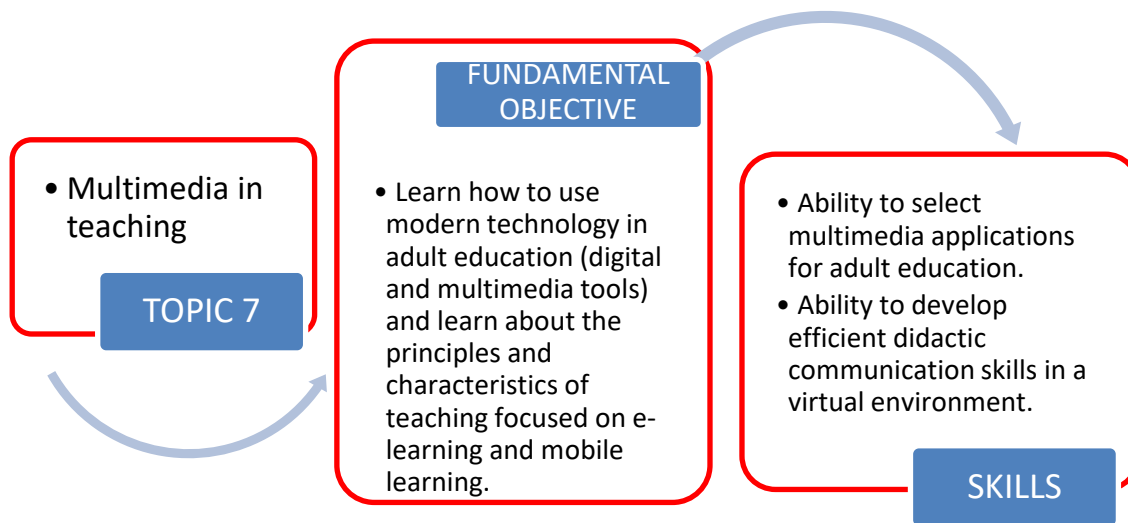


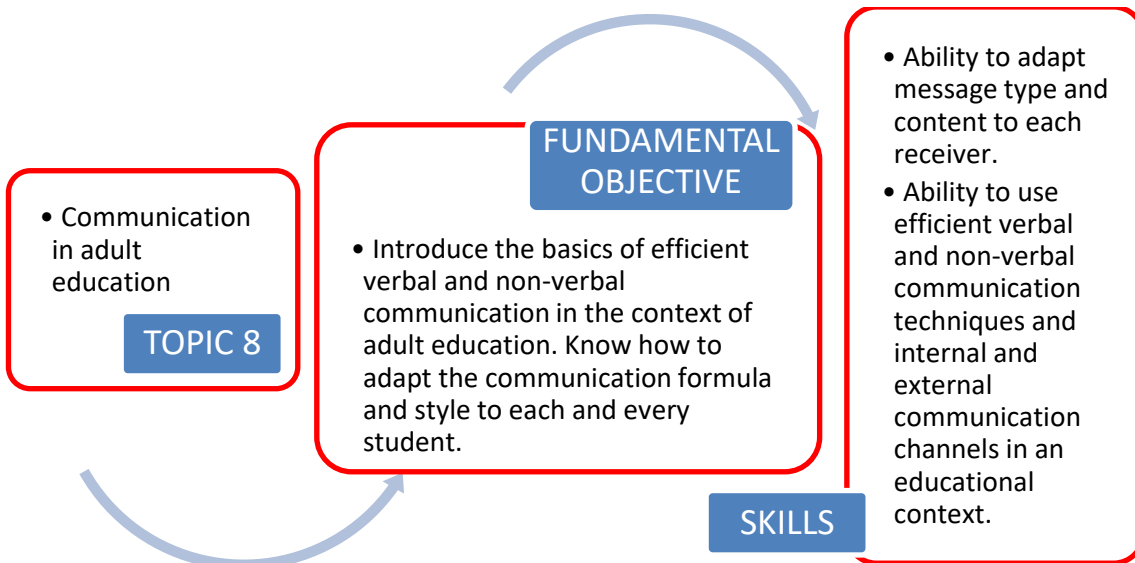


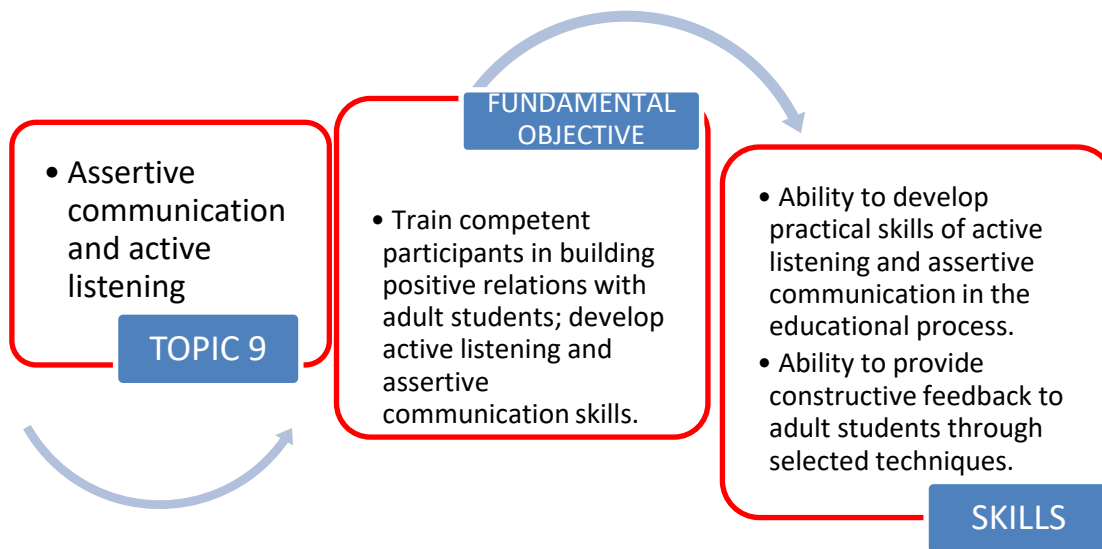








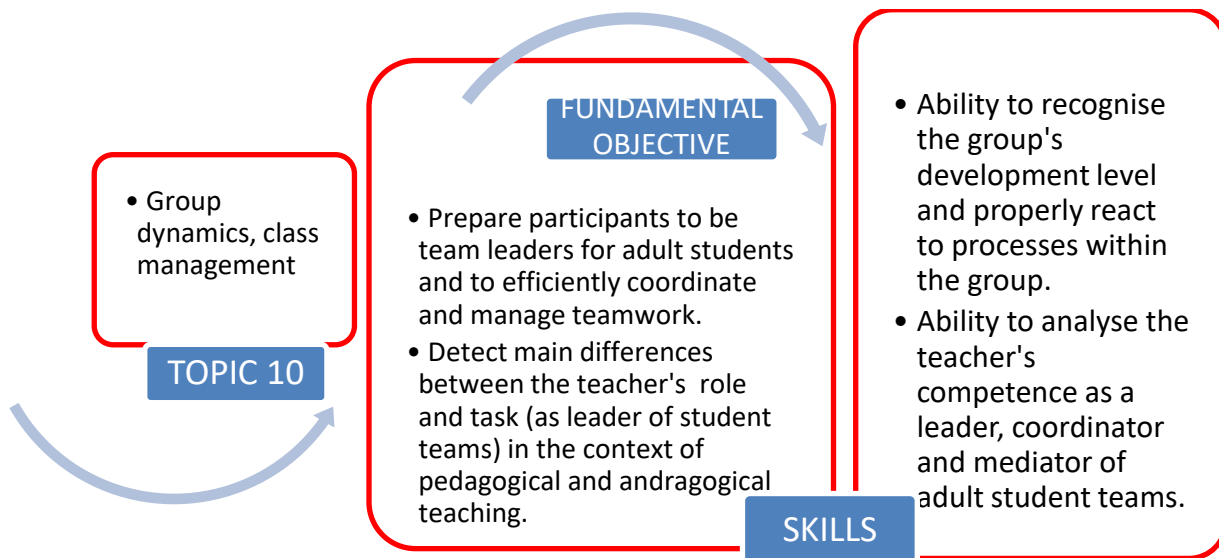






Module 1) Andragogic models of teaching

Curriculum Expert for coordination of education and employment





- Obstacles in communication and conflict resolution

TOPIC 11

FUNDAMENTAL OBJECTIVE

- Enable participants to react in difficult situations that arise from communicational misunderstandings and conflict situations typical for working with adult students.
- Know how to manage interpersonal conflicts that may arise from teacher - student relationship or between students.

SKILLS

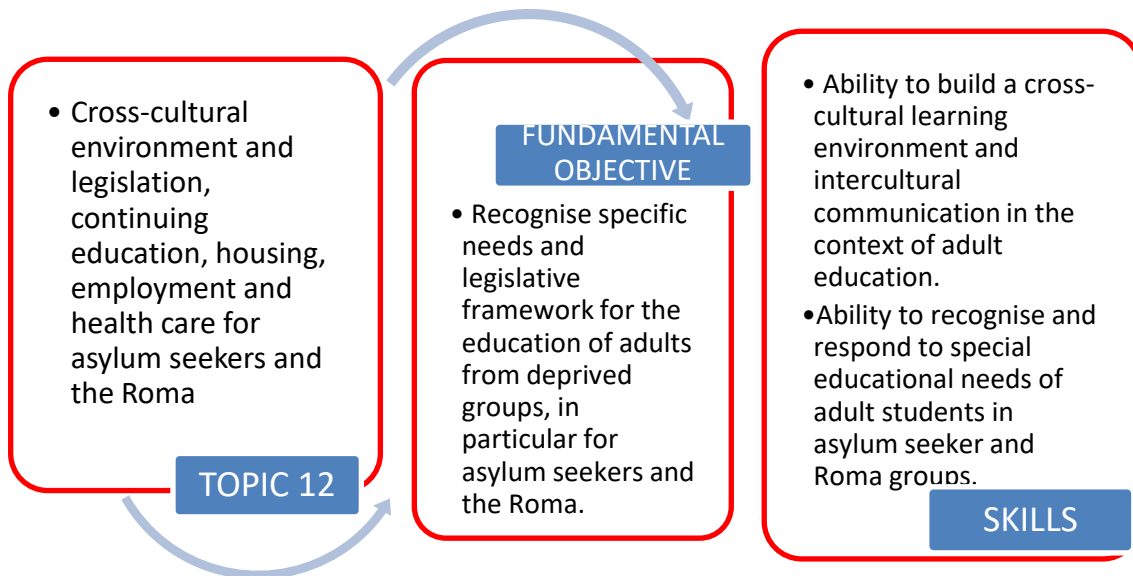
- Develop skills for recognising communication obstacles and preventing / solving problems.
- Develop conflict management skills.
- Ability to use conflict management techniques in the context of student groups.





Module 1) Andragogic models of teaching

Curriculum Expert for coordination of education and employment





Module 2

Modern communication technology

Vilnius "Židinio" (Lithuania)





Module 2) Modern communication technology

Curriculum *Modern communication technology*

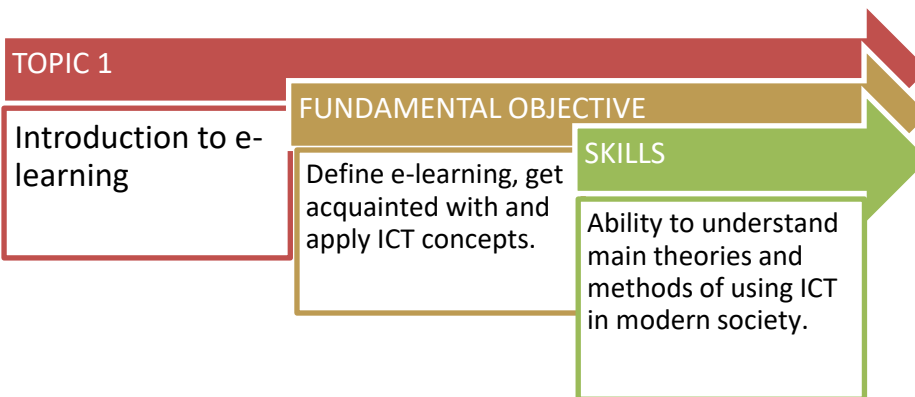
The module **Modern communication technology** covers the following topics:

1. Introduction to e-learning
2. Communication technology
3. Content tools: Google disc drive
4. Audio and video conference tools: Skype, Google Hangouts
5. Media relations
6. New social network and internet communication
7. Advertising in education
8. Techniques and tools
9. Teaching multimedia



Module 2) Modern communication technology

Curriculum *Modern communication technology*





Module 2) Modern communication technology

Curriculum *Modern communication technology*

TOPIC 2

Communication technology

FUNDAMENTAL OBJECTIVES

Learn about the main concepts
of information and
communication technology.

SKILLS

Ability to differ technology
according to features and
options.



Module 2) Modern communication technology

Curriculum *Modern communication technology*

TOPIC 3

Content tools

Google disc drive

FUNDAMENTAL OBJECTIVE

Define Cloud and determine main attributes.

SKILLS

Ability to assess benefits and drawbacks of storing data on Cloud computing and hard disk.

Ability to name tasks that can be done by Google disc.



Module 2) Modern communication technology

Curriculum *Modern communication technology*

TOPIC 4

Audio and video
conference tools:
Skype, Google
Hangouts

FUNDAMENTAL OBJECTIVE

Apply tools for audio and
video conferences in
different contexts.

SKILLS

Ability to perceive
benefits and drawbacks of
video conferences and
live conferences.



Module 2) Modern communication technology

Curriculum *Modern communication technology*

TOPIC 5

Media relations

FUNDAMENTAL OBJECTIVE

Name main features of media relations.

SKILLS

Ability to apply main media features for target groups.



Module 2) Modern communication technology

Curriculum *Modern communication technology*

TOPIC 6

New social network
and internet
communication

FUNDAMENTAL OBJECTIVE

Learn about new meadia.

SKILLS

Ability to compare
different types of social
media (e.g. Facebook
andTwitter) according to
new media features.
Ability to find similarities
and differences.



Module 2) Modern communication technology

Curriculum *Modern communication technology*

Topic 7

Advertising in education

FUNDAMENTAL OBJECTIVE

Recognise the foundation
of public education.
Develop competences for
selecting relevant
educational platforms.

SKILLS

Ability to perceive the
main advantages of
educational processes and
their results.



Module 2) Modern communication technology

Curriculum *Modern communication technology*

TOPIC 8

Techniques and tools

FUNDAMENTAL OBJECTIVE

Introduce main techniques and tools for searching for information, content and learning management.

SKILLS

Ability to search information on the internet.

Ability to find information on problems that minorities face in different European countries.



Module 2) Modern communication technology

Curriculum *Modern communication technology*

TOPIC 9

Multimedia

FUNDAMENTAL OBJECTIVE

Content management systems: WordPress
Learning management systems: Moodle
Massive open online courses: Coursera, EdX

SKILLS

Ability to select the right and most reliable tools for information search and learning or content management.



Module 3

Human Resources Management: research, analysis, planning and implementation

Infor Elea (Italy)  **INFOR-ELEA**
Smart Business Academy

Module 3) Human Resources Management: research, analysis, planning and implementation

Curriculum *Human Resources Management: research, analysis, planning and implementation*

The module **Human Resources Management: research, analysis, planning and implementation** covers the following topics:

1.	Introduction to human resources
2.	Tools search
3.	Supply and demand
4.	Roles
5.	Intellectual capital
6.	Communication channels
7.	Training and motivation
8.	Tactical and strategic planning
9.	Programme implementation
10.	Make a change

Module 3) Human Resources Management: research, analysis, planning and implementation

Curriculum Human Resources Management: research, analysis, planning and implementation

TOPIC 1

Introduction to
human
resources
management

FUNDAMENTAL OBJECTIVE

Define the options of
human resources
management as
strategic factors in the
labour market context.

SKILLS

Ability to recognise
different theories, types
and models of human
resources management.

Ability to understand why
some models do not
function in companies with
case history.

Module 3) Human Resources Management: research, analysis, planning and implementation
Curriculum Human Resources Management: research, analysis, planning and implementation

TOPIC 2

Tools search

**FUNDAMENTAL
OBJECTIVES**

Introduction to
general search tools

Work analysis

Employment

Interviews

Testing and
questionnaires

SKILLS

Ability to write an
employment plan.

Ability to read and
write recruitment
tests and
questionnaires.

Module 3) Human Resources Management: research, analysis, planning and implementation
Curriculum Human Resources Management: research, analysis, planning and implementation

TOPIC 3

Supply and
demand

**FUNDAMENTAL
OBJECTIVE**

Analyse supply and
demand markets as
the most important
parts of business
strategy.

SKILLS

Ability to read,
understand and
discuss the market.

Module 3) Human Resources Management: research, analysis, planning and implementation

Curriculum *Human Resources Management: research, analysis, planning and implementation*

TOPIC 4

Roles

FUNDAMENTAL OBJECTIVE

Recognise the organisational scheme as internal structure of organisation or company.

SKILLS

Ability to read, understand and write company roles and rules.

Ability to enhance relations inside the company.

Module 3) Human Resources Management: research, analysis, planning and implementation
Curriculum Human Resources Management: research, analysis, planning and implementation

TOPIC 5

Intellectual
capital

**FUNDAMENTAL
OBJECTIVE**

Learn about basic
information on
intellectual capital.
Assess its effects.

Intellectual capital
mobility

Differentiate
intellectual and
relational capital

SKILLS

Ability to recognise
intellectual capital
and know how to
use tools for its
improvement.

Module 3) Human Resources Management: research, analysis, planning and implementation
Curriculum Human Resources Management: research, analysis, planning and implementation

TOPIC 6

Communication
channels

**FUNDAMENTAL
OBJECTIVE**

Know the general
rules and tools of
communication
channels within the
company
(interpersonal,
written and digital
communication)

SKILLS

Ability to plan and
manage the
communication
planner within a
company.

Module 3) Human Resources Management: research, analysis, planning and implementation
Curriculum Human Resources Management: research, analysis, planning and implementation

TOPIC 7

Training and
motivation

**FUNDAMENTAL
OBJECTIVE**

Propose solutions
for enhancing
human resources
motivation.

Perceive strategic
lifelong learning
roles

SKILLS

Ability to train
(basic participants)
how to motivate
workers.

Module 3) Human Resources Management: research, analysis, planning and implementation
Curriculum Human Resources Management: research, analysis, planning and implementation

TOPIC 8

Tactical and
strategic
planning

**FUNDAMENTAL
OBJECTIVE**

Tactical and
strategic planning in
order to keep
control.

Strategic decision
making.

SKILLS

Ability to plan
tactical and
strategic activities.

Module 3) Human Resources Management: research, analysis, planning and implementation
Curriculum Human Resources Management: research, analysis, planning and implementation

TOPIC 9

Programme
implementation

**FUNDAMENTAL
OBJECTIVE**

Know how to
implement the
human resources
management
programme.

SKILLS

Ability to
implement the
human resources
management
programme
regarding internal
and external
incentives.

Module 3) Human Resources Management: research, analysis, planning and implementation
Curriculum Human Resources Management: research, analysis, planning and implementation

TOPIC 10

Make a change

**FUNDAMENTAL
OBJECTIVE**

Change of model and activities that concern cultural, economic and global aspects.

SKILLS

Ability to read and understand changes in the market, cultural and economic environment.



Modul 4

Cross-cultural competence

MBM Training and Development Center ITD (United Kingdom)



Module 4) Cross-cultural competence

Curriculum *Cross-cultural competence*

The module **Cross-cultural competence** covers the following topics:

1. Intercultural competence in the context of adult education

2. Culture: between sharing and dividing

3. Cultural diversity management

4. Intercultural dialogue and human rights

5. Cultural discussion on human rights

6. Intercultural sensitivity and ICC. Diversity management and conflict resolution

Module 4) Cross-cultural competence Curriculum *Cross-cultural competence*

TOPIC 1

Intercultural competence in the context of adult education

FUNDAMENTAL OBJECTIVE

Setting intercultural competences in the process of adult education.

SKILLS

Ability to perceive the importance of intercultural competence in adult education in Europe

Ability to differ the terms intercultural literacy, intercultural fluency and intercultural intelligence.

Module 4) Cross-cultural competence

Curriculum *Cross-cultural competence*

TOPIC 2

Culture:
between
sharing and
dividing

FUNDAMENTAL OBJECTIVE

Connect cultural stereotypes
with the problems of
discrimination and human
rights violation in Europe in
the context of globalisation.

Perceive and recognise
culture-based stereotypes and
prejudice : ethnocentrism,
xenophobia, rasism, genocide
and ethnic cleansing.

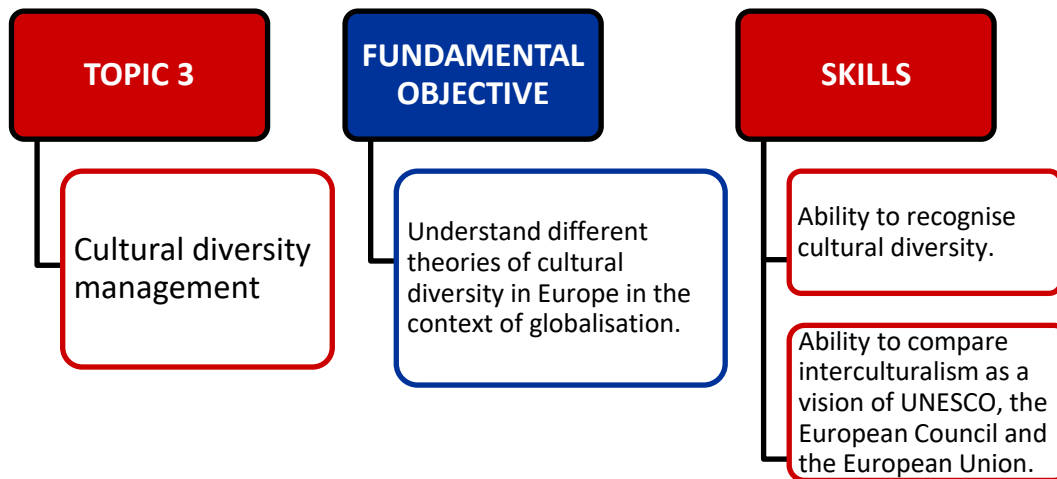
SKILLS

Ability to perceive and
recognise culture-
based stereotypes and
prejudice.

Awareness of division,
discrimination and
abuse of human rights.

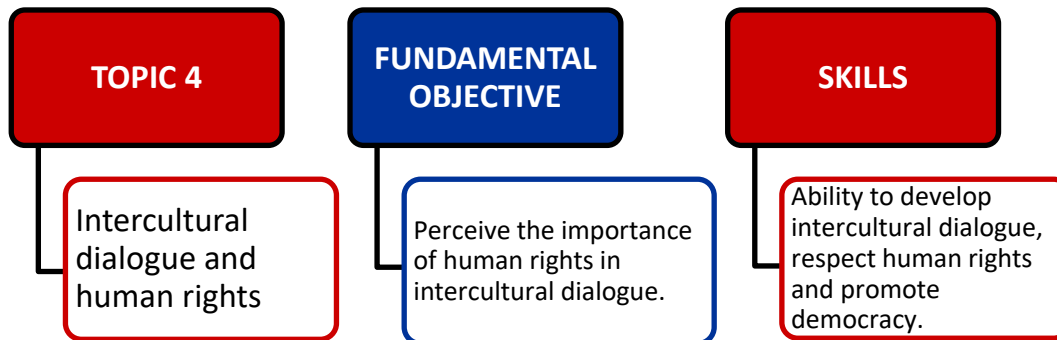
Module 4) Cross-cultural competence

Curriculum *Cross-cultural competence*



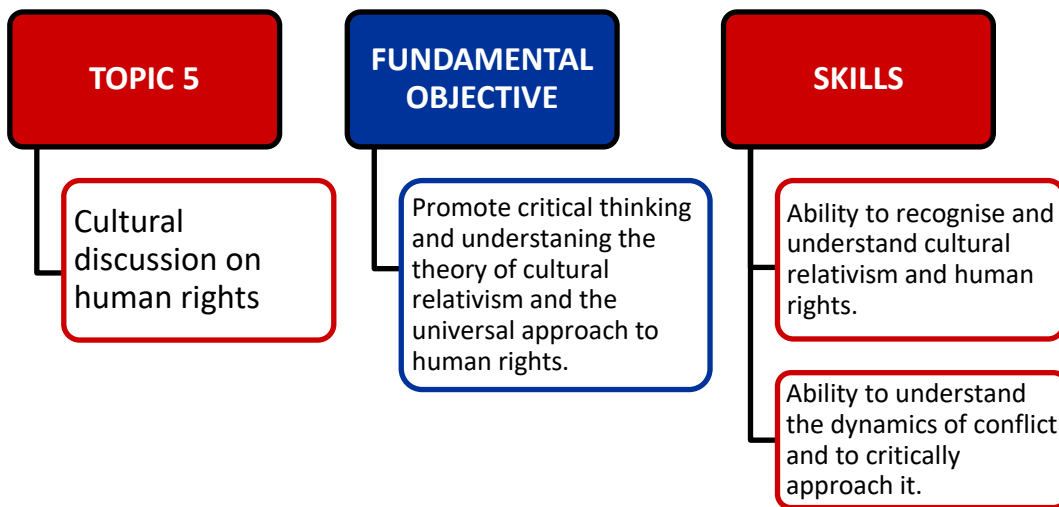
Module 4) Cross-cultural competence

Curriculum *Cross-cultural competence*



Module 4) Cross-cultural competence

Curriculum *Cross-cultural competence*



Module 4) Cross-cultural competence

Curriculum *Cross-cultural competence*

TOPIC 6

Intercultural sensitivity
and intercultural
competence
Diversity management
and conflict resolution

FUNDAMENTAL OBJECTIVE

Understand the
importance of
intercultural
sensitivity in
intercultural learning
in the context of adult
education in Europe.

SKILLS

Ability to develop
competences for
diversity management
and conflict resolution
in multicultural
environments in the
context of adult
education in Europe.



Pučko otvoreno
učilište Koprivnica

PROJECT PARTNERS

