



CURRICULUM

FOR TRAINING PARTICIPANTS FOR THE PROFESSION
“EXPERT FOR THE COORDINATION OF EDUCATION AND
EMPLOYMENT”

ENGLISH language

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



Funded by the Erasmus+ Programme
of the European Union



Pučko otvoreno
učilište Koprivnica

MODUL 1. Adult Education teaching models

	Theme	Content	Learning outcomes	Lectures	Practical classes
1.	Andragogy-adult education	<ul style="list-style-type: none"> • The definition of an adult excluding legal aspect. • The definition of adult learning – aspects and approaches. • The aims of adult learning – the idea of Long Life Learning. • Abilities for learning of adults. • The types and forms of adult learning. • Institutional teaching and non-institutional teaching. • Self-learning. • The EU recommendations for adult teaching and learning. 	<p>Knowledge: To know what is the essence of teaching and learning of adults To know forms and types of learning To know the directions of EU politics according to adult teaching.</p> <p>Skills: To recognize the types of learning in dependencies on learning goals and subjects. To have an ability of diagnose abilities of learners.</p>	6	6
2.	Motivation in education of adults	<ul style="list-style-type: none"> • Discovering individual educational patterns. • Barriers in learning. • Formulating of goals in learning. • Formulating the needs in learning. • Optimal circumstances for learning. 	<p>Knowledge: To know about individual learning styles and patterns. To define barriers in learning. To characterize optimal circumstances for learning process.</p> <p>Skills:</p>	6	3

		<ul style="list-style-type: none"> Project of individual learning model. 	<p>To have ability of formulate goals in learning. To formulate the needs of adult learning. To be able to project individual learning model.</p>		
3.	Modern methods of learning	<ul style="list-style-type: none"> The selection of methods. Didactic games PBL Drama methods Discussions Coaching, mentoring.. 	<p>Knowledge: To know the basic interactive methods and their destination.</p> <p>Skills: To choose the right interactive method according to the type of material to be taught, and related to the learner.</p>	6	5
4.	Metodology of work in adult education	<ul style="list-style-type: none"> Principles of education of adults. Main and operational goals. Goals taxonomy. Learning outcomes. Teaching styles. Monitoring of teaching process. Evaluation methods. Methods of verification of learning outcomes. 	<p>Knowledge: To know the principles and specific of education of adults. To know the teaching styles. To know the methods of evaluation.</p> <p>Skills: To distinguish the main and operational goals. To set proper and possible for realization operational goals. To be able to plan monitoring the teaching process. To plan adequate methods of verification of learning outcomes</p>	6	5
5.	The culture of contemporary teaching	<ul style="list-style-type: none"> Preparing the student for the process 	<p>Knowledge: To know the stages of teaching process.</p>	8	8

		<ul style="list-style-type: none"> • Creating the environment for the process of learning • Needs diagnosis • Setting the goals • Making a plan • Matching methods and techniques • Developing the process • Evaluation • Workshop of a teacher. • Sources of materials. • Visual and multimedia materials and their adjust to the types of learning outcomes. • Developing materials – what to give and what to point out for searching. • Tools for teaching: interactive boards, computer tools. 	<p>To know what kind of materials and tools are necessary for the teaching process.</p> <p>To know where to find the materials and what kind of materials should be used in teaching process.</p> <p>Skills:</p> <p>To be able to plan proper education process. To be able to organize proper teacher’s workshop.</p> <p>To have ability to gather proper materials.</p> <p>To be able to distinguish what must me done to the student and what student should gain by him/herself.</p>		
6.	Didactic teaching system	<ul style="list-style-type: none"> • Learning styles (Kolb): -Convergent Divergent Assimilation Accomodative • Learning philosophies: • Classical • Active • Constructionism • Blended learning 	<p>Knowledge:</p> <p>To know the learning styles and philosophies of choosing the right method.</p> <p>Skills:</p> <p>To have ability to join the type of material and learners to the right philosophy.</p> <p>To have ability to adjust the methods and materials to learning styles.</p>	6	6
7.	Multimedia in teaching	<ul style="list-style-type: none"> • Short story of multimedia teaching. 	<p>Knowledge:</p> <p>To know the development of multimedia tools for teaching.</p>	8	8

		<ul style="list-style-type: none"> • Types of media in the teaching process. • Types of e-education: synchronous, asynchronous. • Web based learning. • Computer based learning. • Mobile based learning. • Teaching platform: Moodle – sections and tools. • Strategy of preparing an e-course. • Pros- and contras- of e-learning 	<p>To know the types of tools according to synchronous and asynchronous teaching</p> <p>To know the types of tools</p> <p>To know the possibilities and range of each type of tools</p> <p>Skills:</p> <p>To have ability of using the right tools related to the type of material and related to learners</p> <p>To choose the right tool according to the type of material.</p> <p>To prepare the e-course according to the rules and strategy related to learners.</p>		
8.	Comunication in adult learning	<ul style="list-style-type: none"> • Adaptation of language to the type of the audience. • Precision of communication. • Communication channels: visual, verbal, non verbal. • Body language. 	<p>Knowledge:</p> <p>To know the channels of communication.</p> <p>To be aware of types of communication.</p> <p>To know the role of types of communication in teaching adults.</p> <p>Skills:</p> <p>To be able to adjust the type and content of the message to the recipient.</p>	4	6
9.	Asertive comunication and active listening	<ul style="list-style-type: none"> • “I” statement. • Paraphrase. • Ability of questioning. • Statements of attention. • Silence. 	<p>Knowledge:</p> <p>To know the techniques of active listening.</p> <p>To know the techniques of assertive communication.</p>	8	8

		<ul style="list-style-type: none"> • Empathy. • Showing emotions. • Ability of showing needs. • Ability of giving feedback 	<p>Skills:</p> <p>To use the techniques of active listening in the educational process.</p> <p>To use the techniques of assertive communication in the educational process</p>		
10.	Group dynamics, and „class-managment“	<ul style="list-style-type: none"> • The definition of a group. • The stages of the process of forming the group. • The role of the teacher in the group process. • Group rules. 	<p>Knowledge:</p> <p>To know the differences between the formal and informal groups.</p> <p>To be aware of the dynamics of forming the group.</p> <p>To know the group rules.</p> <p>Skills:</p> <p>To recognize the stage of the group development</p> <p>To have ability of proper reactions to the processes inside the group.</p>	6	8
11.	Obstacles in communication and conflict solving	<ul style="list-style-type: none"> • Information noise • Mental barriers • Cultural barriers • Attitudes and convictions • Values • Gordon’s types of barriers • The definition and characteristic of conflict. • Phases of conflict. • Strategies of reacting for a situation of conflict. 	<p>Knowledge:</p> <p>To know main causes of barriers of communication. To know the characteristic of the conflict</p> <p>To know the strategies of resolving the conflict</p> <p>Skills:</p> <p>To recognize the possible barriers in communication and to prevent/solve the problems with the barriers.</p> <p>To manage the proper stage of the conflict.</p>	8	5

		<ul style="list-style-type: none"> The effective planning of a process of solving the conflicts – styles and strategies. 	To be able to use proper techniques of solving the conflict.		
12.	An intercultural environment and legal legislative continuing education, housing, employment and health care for asylum seekers and the Roma	<ul style="list-style-type: none"> Legal and social status asylum seekers and the Roma in EU countries Specific educational needs Principles of individualized teaching 	Knowledge Recognise specific needs and legislative framework for the education of adults from deprived groups, in particular for asylum seekers and the Roma. Skills: Ability to build a crosscultural Learning environment and Intercultural communication in the context of adult education	6	5
				78	73
			TOTAL	151	

P-EE CURRICULUM

Module 2: Modern communication technology

	Theme	Content	Learning outcomes	Lectures (hours)	Seminars/exercises (hours)
1.	Introduction to e-learning/	<ul style="list-style-type: none"> ➤ What is E-learning? ➤ E-learning approaches ➤ The differences between traditional and e-learning ➤ Choosing appropriate ICT 	<p><u>Knowledge:</u></p> <p>Learner will know how to define e-learning and know the main aspects of implementing proper e-learning process.</p> <p><u>Skills:</u></p> <p>Learner will be able to operate main ICT concepts and apply them.</p> <p>Learner will be capable of understanding main theories and methods of using ICT in contemporary society.</p>	14	4 exercises 0 seminars
2.	Communication technologies	<ul style="list-style-type: none"> ➤ The concept of communication technologies 	<p><u>Knowledge:</u></p>		

		<ul style="list-style-type: none"> ➤ The evolution of communication technologies ➤ The main tools of communication technologies <ul style="list-style-type: none"> ○ Personal computer ○ Notebook ○ Smart phone ○ Smartboard ○ Tablet 	<p>Learner will know the main concepts of information and communication technologies.</p> <p>Learner will know basic functions of personal computers and operating systems.</p> <p><u>Skills:</u></p> <p>Learner will be capable of differentiating technologies according to their features and potentials.</p>	6	2 excercises 0 seminars
3.	Tools for content: Google drive-disk	<ul style="list-style-type: none"> ➤ The concept and diversity of cloud computing ➤ Google drive-disk and it's features: <ul style="list-style-type: none"> ○ Folders ○ Documents ○ Forms ○ Sharing 	<p><u>Knowledge:</u></p> <p>Learner will know how to define cloud computing and name it's main attributes.</p> <p><u>Skills:</u></p> <p>Learner will be capable of creating and sharing files with</p>	12	4 excercises 0 seminars

			the help of cloud-computing, especially Google drive-disk		
4.	Tools for audio and video conference: Skype, Microsoft Meeting	<ul style="list-style-type: none"> ➤ The aims and advantages of video and audio conferences ➤ The basic requirements of hardware for video and audio conferences ➤ Useful tools for video and audio conferences: Skype, Microsoft Meeting, Google Hangouts 	<p><u>Knowledge:</u></p> <p>Learner will be able to name advantages and disadvantages of popular audio and video conference tools</p> <p><u>Skills:</u></p> <p>Learner will be able to apply tools for audio and video conferences in different contexts.</p>	14	4 exercises 0 seminars
5.	Media Relations	<ul style="list-style-type: none"> ➤ Differences between media and public relations ➤ New media vs. Traditional media ➤ Aims of media relations 	<p><u>Knowledge:</u></p> <p>Learner will know the basic features of media relations</p> <p><u>Skills:</u></p> <p>Learner will be capable of applying the main media features to reach target groups.</p>	12	3 exercises 0 seminars

6.	New media social networks and online communication	<ul style="list-style-type: none"> ➤ Advantages and functions of new media ➤ Negative effects of social media ➤ Most popular channels of communication in new media (Email, Blogs, Youtube, Facebook, Twitter, LinkedIn, Snapchat, Pinterest) 	<p><u>Knowledge:</u></p> <p>Learner will know the main advantages and disadvantages of new media; will be able to name and describe the most popular social networks and channels of communication.</p> <p><u>Skills:</u></p> <p>Learner will be capable of choosing the right channel of communication and use the main features of it.</p>	12	6 exercises 0 seminars
7.	Publicity in education	<ul style="list-style-type: none"> ➤ The importance of visibility of educational processes and results ➤ The principles and tools for making education public ➤ Educational platforms: examples (Epale) 	<p><u>Knowledge:</u></p> <p>Learner will know the principles of making education public.</p> <p><u>Skills:</u></p>	12	2 exercises 2 seminars

			Learner will be able to state the importance of publicity in education and to choose relevant educational platforms.		
8.	Techniques and Tools	<ul style="list-style-type: none"> ➤ Reliable search engines and their functions ➤ Content management systems: WordPress ➤ Learning management systems: Moodle ➤ Massive open Online Courses: Coursera, EdX 	<p><u>Knowledge:</u></p> <p>Learner will know the main techniques and tools for information search, content and learning management.</p> <p><u>Skills:</u></p> <p>Learner will be capable of choosing the right and most reliable tools for information search and content learning or management.</p>	14	4 exercises 0 seminars
9.	Multimedia teaching	<ul style="list-style-type: none"> ➤ Short story of multimedia teaching. ➤ Types of media in the teaching process. 	<p><u>Knowledge:</u></p> <p>To know the development of multimedia tools for teaching.</p>	14	4 exercises 0 seminars

		<p>➤ Types of e-education: synchronous, asynchronous.</p>	<p>To know the types of tools according to synchronous and asynchronous teaching</p> <p><u>Skills:</u></p> <p>To have ability of using the right tools related to the type of material and related to learners.</p>		
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P-EE CURRICULUM

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

	Theme	Content	Learning outcomes	Lectures (hours)	Seminars/exercises (hours)
1.	INTRODUCTION TO HUMAN RESOURCES MANAGEMENT	<ul style="list-style-type: none"> ➤ The main concepts of Human Resources Management ➤ Human resources as strategic factor ➤ People or machine? ➤ Trained or still to trained? 	<p><u>Knowledge:</u> Learner will know Basic acknowledgment about people management.</p> <p><u>Skills:</u> Learner will be able to recognize different theories, types and models of Human Resources Management. Learner will be capable of understanding why some models didn't work in case histories companies.</p>	6	2 exercises 0 seminars

2.	SEARCHING TOOLS	<ul style="list-style-type: none"> ➤ Introduction to general searching tools. ➤ Job analysis ➤ Recruiting. ➤ Interviews. ➤ Tests and questionnaires. 	<p><u>Knowledge:</u></p> <p>Learner will know tools for searching candidates.</p> <p>Learner will know how to manage an interview and how to read tests and questionnaires for recruiting.</p> <p><u>Skills:</u></p> <p>Learner will be able to write a plan for recruiting peoples.</p> <p>Learner will be capable to read and write tests and questionnaires for recruiting.</p>	12	2 excercises 0 seminars
3.	SUPPLY AND DEMAND	<ul style="list-style-type: none"> ➤ Market analysis: local, national and international. ➤ Home based job. ➤ Demanded and offered skills. ➤ Internal and external resources. 	<p><u>Knowledge:</u></p> <p>Learner will know how to read and understand HR Market (Supply and Demand).</p> <p>Learner will know different types of job and are able to</p>	12	2 excercises 0 seminars

			<p>analyze and imagine future scenarios.</p> <p><u>Skills:</u> Learner will be capable of read, understand and discuss about HR Market.</p>		
4.	ROLES	<ul style="list-style-type: none"> ➤ The organizational chart ➤ Roles and Rules. ➤ How to improve internal relationships. 	<p><u>Knowledge:</u> Learner will have tools to create procedures and instructions for the best organizational chart.</p> <p><u>Skills:</u> Learner will be able to read, understand and write roles and rules for a company. Learner will be capable to improve internal relationships.</p>	12	2 exercises 0 seminars
5.	INTELLECTUAL CAPITAL	<ul style="list-style-type: none"> ➤ Definition and meaning of Intellectual Capital. 	<p><u>Knowledge:</u></p>	16	

		<ul style="list-style-type: none"> ➤ Performance evaluation. ➤ Portability of Intellectual Capital. ➤ Intellectual and Relational Capital. 	<p>Learner will know the basic information about Intellectual Capital and tools to improve it.</p> <p><u>Skills:</u> Learner will be have the ability to recognize Intellectual Capital will be able to use tools to improve it.</p>		<p>1 exercises 3 seminars</p>
6.	COMMUNICATION CHANNELS	<ul style="list-style-type: none"> ➤ Introduction to Communication inside companies. ➤ Face to face vs written vs digital communication. ➤ Tools, training and written rules about communications. ➤ No-written rules (habits, best practices). ➤ Communication to External. 	<p><u>Knowledge:</u> Learner will know general Rules and tools of Communication Channels inside companies.</p> <p><u>Skills:</u> Learner will be capable of planning and managing a</p>	12	<p>4 exercises 0 seminars</p>

			communication planner inside companies.		
7.	TRAINING AND MOTIVATION	<ul style="list-style-type: none"> ➤ The strategic roles of lifelong learning. ➤ The art of motivation. ➤ Fringe benefits. 	<p><u>Knowledge:</u> Learner will have a list of suggestion to improve motivation of Human Resources.</p> <p><u>Skills:</u> Learner will be able to training (basic learners) for motivating workers.</p>	12	4 exercises 0 seminars
8.	TACTICAL AND STRATEGIC PLANNING	<ul style="list-style-type: none"> ➤ Planning for not losing control. ➤ Strategic involvements and strategic decisions. ➤ Long term vision of activities. 	<p><u>Knowledge:</u> Learner will know practical instruments and case histories for planning HR activities.</p> <p>.</p> <p><u>Skills:</u></p>	16	4 exercises 0 seminars

			Learner will be capable of planning tactical and strategic activities for HR.		
9.	IMPLEMENTATION OF THE PROGRAM	<ul style="list-style-type: none"> ➤ Introduction to implementation of the program ➤ The technical system ➤ The business system ➤ The social system ➤ The cross-system cooperation 	<p><u>Knowledge:</u></p> <p>Learners will have knowledge and skills of understanding, choosing and integration of the right system.</p> <p><u>Skills:</u></p> <p>Learners will be capable to implement the program looking at suggestion from external and internal incentives.</p>	12	4 exercises 0 seminars
10.	ACHIEVING CHANGE	<ul style="list-style-type: none"> ➤ Ability to change models and activities ➤ Cultural changes ➤ Suggest changes ➤ Becomin better through changes 	<p><u>Knowledge:</u></p> <p>Learners will have tools to manage changing.</p>	10	2 exercises 0 seminars

			<p><u>Skills:</u></p> <p>Learners will be capable to read and understand changes in market, cultural and economical environment.</p>		
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MODULE 4

Cross-cultural competence



General Curriculum

180 Hours of interactive and participatory adult learning, including:

- Expert inputs;
- Brainstorming sessions;
- Moderated discussions;
- Small group interactive exercises, followed by debriefing sessions.

Rationale

- The Module discusses the development of intercultural competence through adult education.
- It does so by describing in detail the nature of intercultural competence and its components, namely the specific attitudes, knowledge, understanding, skills and actions which together enable individuals to understand themselves and others in a context of diversity, and to interact and communicate with those who are perceived to have different cultural affiliations from their own.
- It offers a rationale for a systematic development of this competence, and describes a range of theories that could be linked with methodological approaches, appropriate for its development in various adult education contexts in Europe.

Target Groups

- This Module is designed as a support of adult educators, working in intercultural settings in Europe.
- It could also be useful to teachers, teacher trainers, mentors and coaches, textbook authors, curriculum designers and policy makers in the fields of informal, non-formal and formal education; as well as to any person taking responsibility for learning with regard to intercultural competence.

	Theme	Content	Learning outcomes	Lectures	Seminars/exercises
	1. Intercultural Competencies in Adult Learning Settings	<ul style="list-style-type: none"> ➤ Needs Assessment: Why are Intercultural Competencies (ICC) Important? ➤ Intercultural Learning - Introduction. Intercultural Literacy, Intercultural Fluency and Intercultural Intelligence. ➤ Introducing ICC via the 3H-approach (Head-Hand-Heart) in adult learning. ➤ Conceptualizations of Intercultural Competencies. ➤ Approaches to Gaining ICC. ICC Dimensions. Stages of ICC-building. 	<ul style="list-style-type: none"> ➤ Learners are introduced to the key concepts of Module 4. ➤ The learners got an understanding on the place of the intercultural competence-building in the adult-learning process. 	10 hours	<p>20 hours</p> <p>All seminars are interactive but always include a short theoretical input. They could be performed as brainstorming activities; moderated discussions, small group interactive exercises, such as simulations and role plays followed by a debriefing.</p>

2.	<p>Culture: Between Sharing and Dividing</p>	<ul style="list-style-type: none"> ➤ The Iceberg Model of Culture and Cultural (Self)Awareness ➤ Culture – an Attempt for Definition. Culture as Shared Meaning. Dynamic Aspect of Culture. ➤ Culture-Based Stereotypes and Prejudices: Ethnocentrism, Xenophobia. Racism – a Case Study. Genocide and Ethnic Cleaning. ➤ “In The Name of Culture” - Paths to Division, Discrimination and Human Rights Abuses. 	<ul style="list-style-type: none"> ➤ Learners got a proper understanding of the concept of culture as a dynamic entity with shared meaning – in relation to the concept of intercultural competences. ➤ Links between cultural stereotyping, discrimination 	10 hours	<p>20 hours</p> <p>All seminars are interactive but always include a short theoretical input. They could be performed as brainstorming activities; moderated discussions, small group interactive exercises, such as simulations and role plays followed by a debriefing.</p>
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			and human rights violations have been established and understood.		
3. Cultural Diversity Management.	<ul style="list-style-type: none"> ➤ Cultural Diversity ➤ Cultural Theory of Otherness: Cultural Hierarchies and Power Relationships ➤ Monoculturalism – contemporary dimensions of populism - “The Dream of a Lost Paradise” and “Make ... Great Again” ➤ Multiculturalism, Interculturalism and Cross-culturalism Compared 	<ul style="list-style-type: none"> ➤ Learners got aware of and get an understanding of the contemporary dimensions of various cultural diversity management theories in Europe. 	20 hours	10 hours	All seminars are interactive but always include a short theoretical input. They could be performed as brainstorming activities; moderated discussions, small group interactive exercises, such as simulations and role plays followed by a debriefing.

		<ul style="list-style-type: none"> ➤ Inter-culturalism as a Vision of UNESCO, CoE and EU. 			
4. Intercultural Dialogue and Human Rights.		<ul style="list-style-type: none"> ➤ Critical approach to Huntington's "The Clash of Civilizations" ➤ Dialogue between Civilizations (Intercultural Dialogue) ➤ Intercultural Dialogue, Human Rights and Democracy ➤ Education for Intercultural Dialogue and Human Rights 	<ul style="list-style-type: none"> ➤ Learners found out about and get understanding about the role of political instrumentalization of the "Clash of Civilization" Theories. ➤ Learners developed critical thinking to Intercultural conflicts and tensions and opened dialogical 	10 hours	<p style="text-align: center;">20 hours</p> <p>All seminars are interactive but always include a short theoretical input. They could be performed as brainstorming activities; moderated discussions, small group interactive exercises, such as simulations and role plays followed by a debriefing.</p>

			<p>perspective of understanding.</p> <ul style="list-style-type: none"> ➤ Learners developed an understanding of the role of human rights approach to intercultural dialogue. 		
5. Cultural Debate on Human Rights	<ul style="list-style-type: none"> ➤ Universal Human Rights. ➤ Universalist vs Cultural Relativist Approach to Human Rights ➤ Cultural Relativism – Concept and Main points. 	<ul style="list-style-type: none"> ➤ Learners have understood the human rights universalism as philosophical concept. ➤ Learners got a clear 	10 hours	20 hours	<p>All seminars are interactive but always include a short theoretical input. They could be performed as brainstorming activities; moderated discussions,</p>

		<ul style="list-style-type: none"> ➤ Cultural Relativism and Protection of Traditions. The Theory of Maryam Namazie. 	<p>understanding of Cultural Relativism and Human Rights</p> <ul style="list-style-type: none"> ➤ Learners got informed about the conflict dynamics and understood different way of forming a critical approach to it. 		<p>small group interactive exercises, such as simulations and role plays followed by a debriefing.</p>
6.	Intercultural Sensitivity and ICC. Managing	<ul style="list-style-type: none"> ➤ Milton J. Bennett's Developmental Model of Intercultural Sensitivity ➤ Process-oriented Skills in Intercultural Learning. Conceptual and Operational Framework 	<ul style="list-style-type: none"> ➤ Learners got an understanding of ICL as a process. ➤ Learners learned how to link the Cultural Sensitivity with 	10 hours	<p>20 hours</p> <p>All seminars are interactive but always</p>

	<p>Differences and Resolving Conflicts</p>	<p>on Intercultural Competences - UNESCO</p> <ul style="list-style-type: none"> ➤ Hall`s Model of Intercultural Communication. High and Low Context Cultures. Tips for Communicators. ➤ Managing Differences and Resolving Conflicts in Adult Learning Settings. 	<p>Intercultural Communication.</p> <ul style="list-style-type: none"> ➤ Learners found out more about methods for reflection and understanding on own communication and conflict management styles. 		<p>include a short theoretical input. They could be performed as brainstorming activities; moderated discussions, small group interactive exercises, such as simulations and role plays followed by a debriefing.</p>
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