COURSE & TRAINING
KEY COMPETENCES FOR ADULT EDUCATION PROFESSIONALS

The type of activities planned within this course / training are 2 structured topics:

Topic 1: Increasing Intercultural Competences of Trainers

- Improve intercultural competences and cultural awareness.
- Understand on the realities of immigrant/refugees/asylum seekers learners.
- Reflect on concepts like ethnocentrism, racism, discrimination, segregation etc.
- Increase self-awareness about cultural differences.
- Develop cross-cultural empathy, flexibility and tolerance for ambiguity.
- Learn how to apply the cultural differences based on Geert Hofstede's theory.
- Exchange best practices with other adult educators on how to handle difficult situations with learners from vulnerable backgrounds.
- Get inspired on how to encourage a stimulating and open learning environment and foster collective learning.

Topic 2: Effective Techniques and Good Practices in Non-formal and Informal Education of Adults

The principles taught in this workshop can be applied not only in educational and employment projects, but also in other areas, such as human rights, active citizenship, health education, culture, research, etc.

- Discuss characteristics of an adult learner and effective teaching strategies in adult education
- Familiarize with technologies and experiment with ICT tools that can be used in adult education
- Discuss motivational strategies to encourage adult learners to start and continue studying

- Understand the essential elements of instructional design and organization of courses and activities, including cultural, for adults.

Benefits of the planned activities

The expected results, and the potential longer-term benefits :

- Increasing capacity-building and innovation in adult education to adapt and anticipate changes in learning, teaching and learners' needs
- Improving the professional knowledge and skills of staff
- Improving the quality of education provided to adults and providing internationalization and modernization of the institution
- Increasing the general level of staff training and quality in the adult learning sector
- Helping adults by providing new ways of developing their knowledge and competences
- Developing collaborations among institutions providing adult education across Europe
- Establishing a strengthened collaborations with partner countries
- Developing creative applications in adult education and facilitating the sharing among countries
- Creating awareness of European citizenship and creating cross-cultural awareness
- Developing foreign language skills

Project objectives

Objective 1 : Improve the capacity of adult education providers to design innovative trainings and programs, foster the development of transnational and transdisciplinary curricula including online collaboration

Objective 2 **:** To learn innovative methods for supporting sustainability that forces people to take action and change their individual and collective habits to be better for health and the environment.

Contribution of planned activities

The planned activities will contribute to the project objectives:

- supporting adult education providers to design and implement effective strategies for training to adults to facilitate their access to upskilling pathways (including low skilled or low qualified)
- building the competences of adult education providers and adult educators to design more effective programs for adults
- improving the supply of high quality learning opportunities tailored to the needs of adults
- improving the competencies of adult educators to better serve adult learners
- improving quality, professionalization and capacity building of adult education staff and providers
- improving the intercultural skills of adult education trainers and staff

Evaluation

The training effectiveness will be assessed methodologically, and its effectiveness will be examined on several levels.

1. Response level - level of trainees' direct satisfaction with participation in the training course will be examined, the assessment at this stage will be carried out using post-training questionnaires in which participants express their opinion by answering questions

2. Learning level - We try to discover what is the increase in knowledge and skills of participants during the training. For this purpose a pre-tests and post-tests will be conducted.

3. Behaviour Level - the degree of change in the behaviour of training participants during their professional work will be assessed, i.e. the degree to which they use the knowledge and skills acquired during the training while performing their official duties, as well as what change has occurred in their attitude.

Selection of participants - selection process and the criteria

Select the participants by setting up clearly defined and transparent selection criteria and procedures.

The returns from investing in training depend crucially on the quality, motivation and appropriateness of the participants. Hence, it is very useful to define specific requirement criteria in advance, to attract the right participants. Also, if the demand for a course exceeds the number of seats, we will need to select the most appropriate participants on the base of clear and unambiguous selection criteria. Including the right participants improves the impact of a course or workshop.

Why did you choose this method of selecting participants?

Putting together the group in a strategic manner will increase the outputs achieved

Defining selection criteria is useful to ensure that the applicant has requisite skills which may be necessary for the training

Selecting participants (or defining requirement criteria) can help to make sure that the prepared training meets the needs of the participants

Putting together a group of participants that all meet the requirement criteria may increase the course's impact