RECOVER PROMOTE CULTURAL HERITAGE

Guidelines for the

Training Course for adults

Key points for the quality background of following trainings

1. Definition of terms

Clarification of terms: learning and education, lifelong learning and adult education, IT sector.

2. Social inclusion

The importance of social inclusion with particular attention to the categories at risk of exclusion and otherwise disadvantaged groups (elderly, unemployed, disabled, bullied people, different ethnic groups, prisoners, immigrants, etc.).

3. Intergenerational cooperation

The value of the harmony among people of different ages, the strengthening of relationships, understanding of generation gap. Less formal and friendly atmospehre is welcomed.

4. Respect of the rights of members

Equal access to all participants without prejudice, discrimination and stereotypes.

5. Accessibility

The learning is accessible to everyone in the target group who is interested, takes place in small groups with an individual approach, in an informal way, empathetically. Education is usually free or at a low fee, often using the work of volunteers.

6. Useful help

Learning topics are current and needed, with an emphasis on routine work with information technology, common programs and daily activities. Participants are divided into appropriate levels, they are positively motivated. Learners participate actively, they improve the critical thinking and interaction, enrich the community activities, feel more comfortable with the IT world. They become a role model for their surroundings.

7. Comprehensive education

The learning should be planned from the beginning to the end. Starting from the interest of the participant, finding the right way of education, through regular learning by doing, constant review and memory exercises, to frequent feedback and future plans.

8. Tutor and trainees

The trainees do not have to be necessarily professionals from the IT field. They have to understand the problematics, they must be able to pass on experience and knowledge in an understandable way, but they may be students, volunteers, family members etc.

9. Measurable outcome

It is desirable to be able to recognize the acquired skill. For these purposes, it is appropriate to issue a certificate or similar document that summarizes the knowledge gained and confirms its acquisition. The participant can contribute to the creation of such a document according to his own feeling.

10. The world of work

In the appropriate groups of students, it is necessary to think about their later applicability in the world of work. It is right for the for-profit and non-profit sectors to cooperate in order to the acquired knowledge and skills to correspond to the requirements of the 21st century.

Competence content

Field of e-competence:

- Applications
- Social media
- Safe internet
- Communication channels

Competence areas

1. Approaches and methodologies related to the specific target group
- understanding the target group, reaching out to the target group, target group needs

2. IT skills for different purposes:

a) career – basic tools (word, excel, powerpoint) and online tools for entrepreneurship – basics of website or profile of company or eshop

b) communication – email, social media (Facebook, tik tok, Instagram) whatsap, skype

c) core – self-learning tools – languages, soft skills, hand crafts, exercise

d) culture – where to find culture online – books, reading books, theatre, concert, movies, painting

e) story telling – sharing interesting life stories of people and sharing it as example, as new experience, as new point of view...

Structure of the trainings

- space

- time

- background of the participants

- number of the participants

- methodology

- tools and materials

- target groups are participants – need of session on sharing experience and exchange of experience

- focus on competence related to facilitation adapted to the participants, based the content on the knowledge, create the space for practice of participant to get comfortable and familiar/practical examples and the appropriate dynamic

- non-formal education methods to balance the theoretical input, facts and