

WORKING TOGETHER FOR A GREEN,
COMPETITIVE AND INCLUSIVE EUROPE

**RESULT NO. 1 - METHODOLOGY OF
TRAINING COURSES "KEY COMPETENCES
FOR PEOPLE 50+" (PART 2)**

INITIAL GUIDELINE ARRANGEMENTS FOR
THE DESIGN OF THE "KEY COMPETENCES
FOR PEOPLE 50+" PROJECT TRAINING
COURSES

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2022

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Project Result No. 1 - Methodology of training courses "Key competences for people 50+" (part 2)

Initial guideline arrangements for the design of the "Key competences for people 50+" project training courses

Prepared by: Deinde sp. z o.o

under the project EOG/21/K4/W/0083, "Key competences for people 50+"

Version: EN

Year 2022

Working together for a green, competitive and inclusive Europe

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Based on the desk research on the state of education in the field of key competences and the needs of the target group in Poland and Europe, as well as on the own questionnaire research conducted in the first phase of the project (31 people aged over 18 from the Lubelskie Voivodeship, currently participating in various educational forms took part in the study) and the experience of the partner organization, the following guidelines were formulated for the development of four courses in the field of key competences, which will be the results 2-5 of the project:

	THEME OF THE COURSE	PROGRAMME (RECOMMENDED CONTENT)	Teaching methods / tools:	Definition of a given key competence*
COURSE 1	<p>DIGITAL COMPETENCES</p> <p>COURSE is for people aged 50+ to acquire key competences in the area of: DIGITAL COMPETENCES.</p>	<p>Module: Basic techniques of computer operation</p> <p>This module covers the basic concepts and skills related to using computers, creating and managing files and data security.</p> <p>Thematic scope:</p> <ul style="list-style-type: none"> • Computers and equipment <ul style="list-style-type: none"> • Information and -communication technology • Equipment • Software and Licensing • Startup, shutdown • Desktop, settings, icons • Desktop and icons <ul style="list-style-type: none"> • Using windows • Tools and settings • Work effects <ul style="list-style-type: none"> • Working with text • Printing • File management 	<ul style="list-style-type: none"> • talk – a conversation led by the lecturer, which aims to obtain answers to the questions asked, directing the attention of the trainees to specific issues • discussion – an exchange of views between the lecturer and course participants, allows you to present your own views on a given topic 	<p><i>Digital competence involves the confident, critical and responsible use of, and engagement with, digital technologies for learning, at work, and for participation in society. It includes information and data literacy, communication and collaboration, media literacy, digital content creation (including programming), safety (including digital well-being and competences related to cybersecurity), intellectual property related questions, problem solving and critical thinking. Essential knowledge, skills and attitudes related to this competence</i></p> <p><i>Individuals should understand how digital technologies can support communication, creativity and innovation, and be aware of their</i></p>

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		<ul style="list-style-type: none"> • Files and folders • Organization of files and folders • storage and compression • Networks <ul style="list-style-type: none"> • Network concepts • Access to the network • Health and safety at work • Data and device protection • Malicious software • Health and environmental protection <p>Module: e-Participation This module covers the basic concepts and skills related to the Internet and Internet services: web browsing, effective information search, online communication and e-mail</p> <p>Thematic scope:</p> <ul style="list-style-type: none"> • Using the network <ul style="list-style-type: none"> • Configuration and connection to the Wi-Fi network 	<ul style="list-style-type: none"> • lecture – direct or indirect (by means of distance communication) transmission of content to listeners • description – an approximation of unknown or distant facts, objects, characters, places and events • work with a book (with a worksheet) - getting information and practicing skills using sources: 	<p><i>opportunities, limitations, effects and risks. They should understand the general principles, mechanisms and logic underlying evolving digital technologies and know the basic function and use of different devices, software, and networks. Individuals should take a critical approach to the validity, reliability and impact of information and data made available by digital means and be aware of the legal and ethical principles involved in engaging with digital technologies. Individuals should be able to use digital technologies to support their active citizenship and social inclusion, collaboration with others, and creativity towards personal, social or commercial goals. Skills include the ability to use, access, filter, evaluate, create, program and share digital content. Individuals should be able to</i></p>
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		<ul style="list-style-type: none"> • What is a hotspot? • Data security in public networks • Internet search rules <ul style="list-style-type: none"> • Key principles • Security and safety • Internet browsing <ul style="list-style-type: none"> • Use of browsers • Tools and settings • Tabs • Internet printing • Information obtained from the Internet <ul style="list-style-type: none"> • Search • Critical Content Evaluation • Copyright, data protection • Communication concepts <ul style="list-style-type: none"> • Online communication • Communication tools • Email Policy <ul style="list-style-type: none"> • Using e-mail • Sending e-mail • Receiving e-mail 	<p>textbooks, websites, dictionaries, encyclopaedias.</p> <ul style="list-style-type: none"> • classic problem method – students generate solutions to the problem they face, verify them through practical activities and formulate conclusions enabling the solution of an analogous problem in a new situation • situation method and case method 	<p><i>manage and protect information, content, data, and digital identities, as well as recognise and effectively engage with software, devices, artificial intelligence or robots.</i></p> <p><i>Engagement with digital technologies and content requires a reflective and critical, yet curious, open-minded and forward-looking attitude to their evolution. It also requires an ethical, safe and responsible approach to the use of these tools.</i></p>
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		<ul style="list-style-type: none"> • Tools and settings • E-Mail organization • Using the calendar <p>Module: Support for office applications This module allows you to demonstrate your knowledge of word processing applications when creating documents and spreadsheets, their formatting and printing. It allows you to master the skills necessary to create letters, and other basic documents necessary in professional work and everyday life. Thematic scope: Text editor:</p> <ul style="list-style-type: none"> • Working with a text editor <ul style="list-style-type: none"> • Working with documents • Increasing work efficiency • Creating a document <ul style="list-style-type: none"> • Entering text • Marking, editing • Formatting <ul style="list-style-type: none"> • Text • Paragraphs 	<ul style="list-style-type: none"> – students analyze a case or situation presented to them, formulating questions and arguments for and against, serving to solve the resulting difficulties • stock exchange of ideas (in other words, brainstorming) – collecting ideas for solving a specific task, gathering as many of them as possible, and then joint 	
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		<ul style="list-style-type: none"> • Styles • Objects <ul style="list-style-type: none"> • Creating tables • Table formatting • Graphic objects • Serial correspondence <ul style="list-style-type: none"> • Preparation • Prints • Preparation of printouts <ul style="list-style-type: none"> • Settings • Checking the document and printing <p>Spreadsheet:</p> <ul style="list-style-type: none"> • Application usage <ul style="list-style-type: none"> • Working with spreadsheets • Improving the quality and efficiency of work • Cells <ul style="list-style-type: none"> • Entering, marking • Editing, sorting • Copy, move, delete • Sheet management 	<p>evaluation and verification</p> <ul style="list-style-type: none"> • gamification - the use of mechanisms known from games for areas other than the game. It is used to maintain engagement, build habits and positive behaviours, and strive for personal or team mastery. • WebQuest - students solve a problem using the knowledge gained from the 	
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		<ul style="list-style-type: none"> • Rows and columns • Sheets • Rules and features <ul style="list-style-type: none"> • Arithmetic rules • Functions • Formatting <ul style="list-style-type: none"> • Numbers/dates • Cell contents • Aligning, bordering cells • Diagrams <ul style="list-style-type: none"> • Creation • Edition • Sheet formatting <ul style="list-style-type: none"> • Settings • Checking and printing <p>Module: Digital Citizen The aim of the training is to provide knowledge and skills enabling the use of electronic public services, taking into account security rules and available authentication methods. Thematic scope:</p>	<p>Internet resources</p> <p>Teaching aids:</p> <ul style="list-style-type: none"> • Curriculum; • Methodological guide (along with exemplary scenarios of model lessons); • Handbook for listeners; • Computer lab; • Visual projection devices; • Internet access. <p>Other comments/suggestions</p> <ul style="list-style-type: none"> • Providing (e.g. on the Deinde website) 	
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		<ul style="list-style-type: none"> • What are electronic public services? <ul style="list-style-type: none"> • What matters in offices can be handled electronically? • What are electronic services? • What electronic services are already available? • Rules for safe use of the Internet (computer, smartphone)? <ul style="list-style-type: none"> • Why and how to protect privacy on the Internet? • Why and how to avoid hate speech? • What is the ePUAP platform and what is it used for ? <ul style="list-style-type: none"> • Where to find e-services? • How to set up an ePUAP account? • Using the ePUAP platform <ul style="list-style-type: none"> • How to use external data carriers? • How to operate external devices connected to the computer? 	<p>educational materials for lecturers and trainees in an electronic version: exercises, legal acts, etc.</p>	
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		<ul style="list-style-type: none"> • How to authenticate data on ePUAP? • Conclusions <ul style="list-style-type: none"> • How to start the service and prepare an electronic application? • How to sign and send the completed application? • How to correspond with the office using ePUAP? • How to make sure that the application is submitted? • Correspondence with the office – how to do it electronically? • How to implement exemplary public e-services? <ul style="list-style-type: none"> • EHIC card • Property tax declaration • Family 500+ Application • Identity card Application • Electronic banking <ul style="list-style-type: none"> • Banking services 		
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		<ul style="list-style-type: none"> • How to ensure the security of online banking services? • Other examples of e-services: <ul style="list-style-type: none"> • Public transport card • How to find information about education and course training? • How to enroll a child in an educational institution? • How to book a hotel room, travel ticket? • How to register with a doctor online? 		
COURSE 2	COMPETENCES IN UNDERSTANDING AND CREATING INFORMATION (LITERACY) COURSE is for people aged 50+ to acquire key competences in the area of: COMPETENCES IN UNDERSTANDING AND	MODULE I Language as a tool in the process of understanding and creating information: <ol style="list-style-type: none"> 1. Introduction to the course – Introduction and purpose of the course, 2. Language – styles and functions, 3. Linguistic correctness in practice, 4. Spelling and punctuation in exercises. MODULE II	Teaching methods and tools: Methods of conducting classes: <ul style="list-style-type: none"> • brainstorm, • forum discussion, • work in pairs, groups, • individual work, 	<i>Literacy is the ability to identify, understand, express, create, and interpret concepts, feelings, facts and opinions in both oral and written forms, using visual, sound/audio and digital materials across disciplines and contexts. It implies the ability to communicate and connect effectively with others, in an appropriate and creative way. Development of literacy</i>

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<p>CREATING INFORMATION (LITERACY).</p>	<p>Oral communication:</p> <ol style="list-style-type: none"> 1. The art of effective communication, 2. Providing feedback, 3. Non-violent Communication, 4. Recruitment (job) interview. <p>MODULE III</p> <p>Written communication:</p> <ol style="list-style-type: none"> 1. Understanding written information How to read? - contracts, instructions, regulations, drug leaflets, 2. Creating written information <u>Creating short writing forms</u> - notes, - thank-you cards, - invitations, - announcements, etc. <p style="text-align: center;"><u>Creating and filling out documents</u></p>	<ul style="list-style-type: none"> • group and individual exercises, • lecture, presentation, • discussions, • exchange of experiences, • self-evaluation survey, • ICT tools. 	<p><i>forms the basis for further learning and further linguistic interaction. Depending on the context, literacy competence can be developed in the mother tongue, the language of schooling and/or the official language in a country or region. Essential knowledge, skills and attitudes related to this competence: This competence involves the knowledge of reading and writing and a sound understanding of written information and thus requires an individual to have knowledge of vocabulary, functional grammar and the functions of language. It includes an awareness of the main types of verbal interaction, a range of literary and non-literary texts, and the main features of different styles and registers of language. Individuals should have the skills to communicate both orally and in writing</i></p>
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		<ul style="list-style-type: none"> - completing applications, surveys, forms, - complaint, - official letter, - CV, cover letter. <p>MODULE IV</p> <p>Internet communication:</p> <ol style="list-style-type: none"> 1. Netiquette, i.e. Internet savoir-vivre, 2. Email correspondence: <ol style="list-style-type: none"> a. private, b. business. 3. Finding and using information <p>MODULE V</p> <p>Critical thinking, information processing and evaluation</p> <ol style="list-style-type: none"> 1. Critical thinking – how to learn it? 2. Facts vs opinions, 3. Recognition of false information (<i>fake news</i>), 		<p><i>in a variety of situations and to monitor and adapt their own communication to the requirements of the situation. This competence also includes the abilities to distinguish and use different types of sources, to search for, collect and process information, to use aids, and to formulate and express one's oral and written arguments in a convincing way appropriate to the context. It encompasses critical thinking and ability to assess and work with information.</i></p> <p><i>A positive attitude towards literacy involves a disposition to critical and constructive dialogue, an appreciation of aesthetic qualities and an interest in interaction with others. This implies an awareness of the impact of language on others and a need to understand and use language in a positive and socially responsible manner.</i></p>
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		4. Manipulation and disinformation in the media.		
COURSE 3	PERSONAL, SOCIAL AND LEARNING TO LEARN COMPETENCES COURSE is for people aged 50+ to acquire key competences in the area of: PERSONAL, SOCIAL AND LEARNING TO LEARN COMPETENCES.	Thematic scope: 1. Introduction of participants <ul style="list-style-type: none"> • presentation of the programme, training objectives • self-analysis of participants regarding knowledge, needs and skills related to the topic of the course (quiz/test) • setting individual goals and priorities for the course by participants • integration, familiarization of participants with each other and with the trainer 	Teaching methods and tools: Methods of conducting classes: <ul style="list-style-type: none"> • educational project method • brainstorm • integration exercises • group coaching, • exercises: mind games • creative warm-ups • experiential learning 	<i>Personal, social and learning to learn competence is the ability to reflect upon oneself, effectively manage time and information, work with others in a constructive way, remain resilient and manage one's own learning and career. It includes the ability to cope with uncertainty and complexity, learn to learn, support one's physical and emotional wellbeing, to maintain physical and mental health, and to be able to lead a health-conscious, future-oriented life, empathize and manage conflict in an inclusive and supportive context.</i>

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		<p>2. Self-reflection, priorities, life values and the ability to set and achieve goals</p> <ul style="list-style-type: none"> • Exercise: Wheel of life – analysis of life or professional areas on which the participant can work individually, analysis of priorities for development • Exercise: My values – analysis of the participant's values • Exercise: planning and achieving goals using the SMART method • Exercise: SWOT analysis – strengths, talents, competence gaps <p>3. Coaching tools to work on your needs and goals</p> <ul style="list-style-type: none"> • GROW model (own example) • Coaching questions 	<ul style="list-style-type: none"> • group discussion, discussion in subgroups and pairs • case study • peer learning – sharing knowledge by participants • simulation and role-playing games • mini lecture 	<p><i>Essential knowledge, skills and attitudes related to this competence:</i></p> <p><i>For successful interpersonal relations and social participation it is essential to understand the codes of conduct and rules of communication generally accepted in different societies and environments. Personal, social and learning to learn competence requires also knowledge of the components of a healthy mind, body and lifestyle. It involves knowing one's preferred learning strategies, knowing one's competence development needs and various ways to develop competences and search for the education, training and career opportunities and guidance or support available.</i></p> <p><i>Skills include the ability to identify one's capacities, focus, deal with complexity, critically reflect and make decisions. This</i></p>
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		<ul style="list-style-type: none"> • 4 planning questions • Scaling questions <p>4. Change management</p> <ul style="list-style-type: none"> • Kolb cycle • Exercise: Interview • The equation of change • Reasons for resistance to change • Comfort zone (self-analysis) • Beliefs, heuristics and mental shortcuts • Exercise: healthy and unhealthy beliefs • Exercise: 9 dots. Change as something new, unknown. How do we think when facing change? • Fear of change – perceptual, cognitive, social and normative barriers • My habits (self-analysis) 		<p><i>includes the ability to learn and work both collaboratively and autonomously and to organise and persevere with one's learning, evaluate and share it, seek support when appropriate and effectively manage one's career and social interactions. Individuals should be resilient and able to cope with uncertainty and stress. They should be able to communicate constructively in different environments, collaborate in teams and negotiate. This includes showing tolerance, expressing and understanding different viewpoints, as well as the ability to create confidence and feel empathy.</i></p> <p><i>The competence is based on a positive attitude toward one's personal, social and physical well-being and learning throughout one's life. It is based on an attitude of collaboration, assertiveness</i></p>
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		<ul style="list-style-type: none"> • 4 phases of going through change • Prochaska's model (self-analysis) <p>5. Proactivity</p> <ul style="list-style-type: none"> • Proactive vs. reactive attitude? • What do I have no control over and what do I have control over? <p>6. Managing emotions and stress</p> <ul style="list-style-type: none"> • Emotions – what are they and why? • How do we emotionally react in stressful situations (neocortex vs. reptilian brain)? • Scheme of the generation of emotions • How to deal with emotions – methods • Dass 21 test – self-analysis • Your definition of stress 		<p><i>and integrity. This includes respecting diversity of others and their needs and being prepared both to overcome prejudices and to compromise. Individuals should be able to identify and set goals, motivate themselves, and develop resilience and confidence to pursue and succeed at learning throughout their lives. A problem-solving attitude supports both the learning process and the individual's ability to handle obstacles and change. It includes the desire to apply prior learning and life experiences and the curiosity to look for opportunities to learn and develop in a variety of life contexts.</i></p>
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		<ul style="list-style-type: none"> • Exercise: what stresses me out? • Exercise: my stimuli and my reactions • The vicious circle of stress and reactions to stress – self-analysis • The transactional theory of stress as a support in the analysis of stressful situations – self-analysis <p>7. Building mental resilience</p> <ul style="list-style-type: none"> • Seven pillars of mental toughness and twelve inner strengths – how to develop them? • Exercise: raisin – an introduction to the topic of mindfulness • Breathing exercises – relaxation • Exercise – Jacobson's training • Exercise – Autogenic training 		
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		<ul style="list-style-type: none"> • 4 pillars of a healthy and future-oriented lifestyle – how to nurture and develop them – self-analysis <ul style="list-style-type: none"> ○ body ○ emotions ○ mind ○ life satisfaction / spirituality 8. The ability to learn <ul style="list-style-type: none"> • Exercises to develop attention and concentration • Mnemonic exercises • What am I interested in, what do I want to learn? • Where can I gain knowledge? • Own, preferred learning strategies – self-analysis 9. Time management <ul style="list-style-type: none"> • Exercise: The Eisenhower Matrix 		
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		<ul style="list-style-type: none"> • Exercise: The Pareto Principle • Exercise: The ABC method • Exercise: Time wasters <p>10. Communication</p> <ul style="list-style-type: none"> • Exercise: Precision in communication • FUKO method <p>11. Cooperation</p> <ul style="list-style-type: none"> • Exercise: Building <p>Exercise: Active listening</p>		
COURSE 4	<p>ENTREPRENEURSHIP COMPETENCES</p> <p>COURSE is for people aged 50+ to acquire key competences in the area of: ENTREPRENEURSHIP COMPETENCES.</p>	<p>Thematic scope:</p> <ol style="list-style-type: none"> 1. Introduction <ul style="list-style-type: none"> - presentation of the programme, training objectives - getting to know the participants - work on individual learning goals for the training 2. Working with the project method 	<p>Teaching methods and tools:</p> <p>Methods of conducting classes:</p> <ul style="list-style-type: none"> • educational project method 	<p><i>Entrepreneurship competence refers to the capacity to act upon opportunities and ideas, and to transform them into values for others. It is founded upon creativity, critical thinking and problem solving, taking initiative and perseverance and the ability to work</i></p>

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		<ul style="list-style-type: none"> - introduction (experience of working with the project – going through all phases of the project life + discussion) - Creating a project (based on real ideas of participants) <ul style="list-style-type: none"> – what is the project – defining the problem, – defining goals and effects - Organization and financing <ul style="list-style-type: none"> – who and how will implement the project – specifying the time – schedule – costs and budgeting - Implementation and evaluation of the project 	<ul style="list-style-type: none"> • elements of the design thinking method • brainstorming • integrative exercises • group coaching • creative warm-ups • experiential learning • group, subgroup and pair discussion • case study • peer learning – knowledge sharing among participants • simulation and role-playing games • rounds • skills training • training game 	<p><i>collaboratively in order to plan and manage projects that are of cultural, social or financial value.</i></p> <p><i>Essential knowledge, skills and attitudes related to this competence:</i></p> <p><i>Entrepreneurship competence requires knowing that there are different contexts and opportunities for turning ideas into action in personal, social and professional activities, and an understanding of how these arise. Individuals should know and understand approaches to planning and management of projects, which include both processes and resources. They should have an understanding of economics and the social and economic opportunities and challenges facing an employer, organisation or society. They should also be aware of ethical principles and challenges of sustainable</i></p>
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		<ul style="list-style-type: none"> – we anticipate possible threats and difficulties – project implementation (simple project management tools, e.g. Gantt chart, role and task table) – completion and settlement of the implementation – how do we know we've succeeded? (evaluation tools) <p>3. Work using the design thinking method</p> <ul style="list-style-type: none"> • Experience of the process of creating solutions/values for users in response to diagnosed problems or needs: • Empathy (studies of problems, initial situation, needs using e.g. in-depth interviews, empathy maps, personas, customer paths) 	<ul style="list-style-type: none"> • mini lecture • embodied learning (experiential and body reflection) 	<p><i>development and have self-awareness of their own strengths and weaknesses. Entrepreneurial skills are founded on creativity which includes imagination, strategic thinking and problem-solving, and critical and constructive reflection within evolving creative processes and innovation. They include the ability to work both as an individual and collaboratively in teams, to mobilize resources (people and things) and to sustain activity. This includes the ability to make financial decisions relating to cost and value. The ability to effectively communicate and negotiate with others, and to cope with uncertainty, ambiguity and risk as part of making informed decisions is essential.</i></p> <p><i>An entrepreneurial attitude is characterised by a sense of initiative and agency, pro-activity, being forward-</i></p>
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		<ul style="list-style-type: none"> • Diagnosis of needs (defining design challenges using point of view tools) • Generating ideas – creating ideas for solutions and selecting ideas for further work (using various forms of brainstorming and other creative tools to create solutions for a persona – the client, methods of selecting created solutions based on accepted criteria) • Prototyping (creating prototypes of solutions selected in the idea generation phase) • Testing – verifying the created solutions with the potential client, obtaining feedback • Mini business model – how to implement the designed solutions in life • Summary – presentation of the method + examples of created and implemented solutions, e.g. for people aged 50+ using the design 		<p><i>looking, courage and perseverance in achieving objectives. It includes a desire to motivate others and value their ideas, empathy and taking care of people and the world, and accepting responsibility taking ethical approaches throughout the process.</i></p>
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		<p>thinking method in various European countries</p> <p>4. Planning and managing the household budget</p> <ul style="list-style-type: none"> - planning and controlling expenses - planning and budgeting – case study - how to save money <p>How to talk to children about money</p> <p>5. Career planning and management</p> <ul style="list-style-type: none"> - diagnosis of the current state – exercise "wheel of life" - analysis of the most important areas and defining needs, individual development goals in individual areas and exercise "my key values" - defining 7 main values - my strengths and talents - strengthening self-confidence and self-esteem through awareness of strengths and talents - creating professional and personal goals using the SMART method 		
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		<ul style="list-style-type: none"> - creating an action plan (working with the Dilts pyramid or timeline tool) - how to stay motivated to achieve goals (e.g. working with a success diary) - how to overcome the fear of failure and how to move to action - success (my definition of success), sources of success and finding individual successes of participants during the workshop <p>6. Summary</p> <ul style="list-style-type: none"> - self-evaluation (comparison by participants of individual training goals with the achieved effects) - final test 		
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* according to COUNCIL RECOMMENDATION of 22 May 2018 on key competences for lifelong learning (Text with EEA relevance) (2018/C 189/01) [https://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:32018H0604\(01\)&from=LT](https://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:32018H0604(01)&from=LT)

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General rules (for all the courses)

In developing the courses, trainers and project partners will use the definition of key competences as a combination of:

(a) knowledge (*facts and figures, concepts, ideas and theories which are already established and support the understanding of a certain area or subject*),

(b) skills (*ability and capacity to carry out processes and use the existing knowledge to achieve results*),

and (c) attitudes (*disposition and mind-sets to act or react to ideas, persons or situations*).

- low proportion of course elements in a remote or digital form (due to the specificity, i.e. age of the target group),
- a small proportion of materials and/or exercises may be in electronic form,
- training materials and their content adapted to the needs and capabilities of people 50+,
- an innovative approach to the target group of the project through the use of more attractive educational programmes, according to its needs - more practical elements, taking into account the interaction between participants (some parts of the courses may include games or online elements – however, online elements must not be the basis of teaching/learning),
- the modular nature of the courses, i.e. the implementation of the modules independently of each other or as a whole (covering all four courses),
- the design of individual course modules in such a way that a given module can be implemented independently of other course modules/the rest of the course,
- courses and exercises designed in such a way that the target group – people 50+ will be able to use the acquired knowledge and new skills rather in their personal and social life, as the project does not concern vocational training,
- duration adapted to the specifics of the key competences training at the Applicant (Deinde): course = 50 teaching hours (or more), including min. 36 hours of core/obligatory classes. The remaining hours are additional time which can be used e.g. for adapting the exercises to the group size/needs etc. – the possibilities for using additional time will be indicated/explained in the course documentation),
- if the specifics of the course make it possible to use such tools and this has a specific educational purpose – it is recommended to include tools for validating learning outcomes (e.g. tests, feedback from trainers, self-assessments of participants, etc.) in the course documentation.

Each course will consist of:

- Curriculum, including: PART 1 – Syllabus, PART 2 – Teaching/learning content with learning outcomes,
- Materials for trainers (training scenario / trainer's handbook) - a detailed scenario of conducting classes with content that the trainer must provide to participants, exercises, instructions, presentations, etc. The manual must enable each trainer to prepare and conduct classes, including those who have never conducted classes on this subject area,
- Training materials for participants,
- Course evaluation tools and validation of learning outcomes (Tools for measuring knowledge, skills and attitudes – e.g. tests, practical exercises, teacher's opinion template).

Basic editorial requirements:

A4 size

The final proposal of the work will be developed with the following editorial assumptions: font **Cambria 12, spacing 1.15, standard margins, headings Cambria 14**. Moreover, the document should be legible and attractive, i.e. if possible and justified, it should contain color schemes, bold, other elements that increase readability and visual appeal. If other editorial requirements are required to enhance the attractiveness, readability and quality of the work, they are permissible.

Attachments:

1. CURRICULUM (template):
 - a. PART 1 – SYLLABUS
 - b. PART 2 – LEARNING CONTENT WITH LEARNING OUTCOMES
2. MATERIALS FOR TRAINERS (TRAINING SCENARIO/TRAINER'S HANDBOOK) – Power Point presentation template + first page template
3. TRAINING MATERIALS FOR PARTICIPANTS – first page template
4. COURSE EVALUATION AND LEARNING OUTCOME VALIDATION TOOLS – first page template

Course on key competences for people 50+:

..... COMPETENCES

Element No. 1 of the documentation:

CURRICULUM including SYLLABUS and LEARNING CONTENT WITH LEARNING OUTCOMES

Developed as part of the project "Key competences for people 50+", number:
EOG/21/K4/W/0083

Working together for a green, competitive and inclusive Europe

The project benefits from funding received from Iceland, Liechtenstein and Norway under the Financial Mechanism of the European Economic Area for 2014-2021, 'EDUCATION' PROGRAMME.

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Full course documentation includes:

1. CURRICULUM:

PART 1 - SYLLABUS

PART 2 - LEARNING CONTENT WITH LEARNING OUTCOMES

2. MATERIALS FOR TRAINERS (TRAINING SCENARIO/TRAINER'S HANDBOOK)

3. TRAINING MATERIALS FOR PARTICIPANTS

4. COURSE EVALUATION AND LEARNING OUTCOMES VALIDATION TOOLS

CURRICULUM:

PART 1 - SYLLABUS

PART 2 - LEARNING CONTENT WITH LEARNING OUTCOMES

PART 1 - SYLLABUS

Form of education	Course Key competences for people aged 50+: (KC name: e.g. Digital Competences, Entrepreneurship Competences, etc.)
Target group	People over 50
Learning/educational goals (knowledge, skills, attitudes)	Gaining competences (i.e. knowledge, skills and attitudes) by participants in the field of (name of KC) Knowledge: Skills: Attitudes:
Ways to achieve learning goals/ Teaching methods / Pedagogical tools / Use of ICT	

Requirements for people conducting classes	
Prerequisites for participants	
Conditions for the implementation of the course Equipment and material requirements	
Teaching hours	Total: 50 teaching hours (50 x 45 minutes) including: 36 didactic hours of the compulsory program and 14 didactic hours of
Form of classes	The training will take place in the stationary system.
Group size (minimum and maximum)
Course structure: – course module name – modular units	INTRODUCTION: measurement of the initial level of key competences 1. MODULE - (.....HOURS): 1.1 (..... teaching hours), place: (lecture hall/studio/computer lab/other). 1.2 (..... teaching hours) , place: (lecture hall/studio/computer lab/other).

<p>–teaching time –place</p>	<p>1.3 (..... teaching hours) , place: (lecture hall/studio/computer lab/other).</p> <p>1.4 (..... teaching hours) , place: (lecture hall/studio/computer lab/other).</p> <p>1.5 (..... teaching hours) , place: (lecture hall/studio/computer lab/other).</p> <p>1.6 (..... teaching hours) , place: (lecture hall/studio/computer lab/other).</p> <p>2. MODULE - (.....HOURS):</p> <p>2.1 (..... teaching hours) , place: <i>(lecture hall/studio/computer lab/other).</i></p> <p>2.2 (..... teaching hours) , place: <i>(lecture hall/studio/computer lab/other).</i></p> <p>2.3 (..... teaching hours) , place: <i>(lecture hall/studio/computer lab/other).</i></p> <p>2.4 (..... teaching hours) , place: <i>(lecture hall/studio/computer lab/other).</i></p> <p>2.5 (..... teaching hours) , place: <i>(lecture hall/studio/computer lab/other).</i></p> <p>3. MODULE - (.....HOURS):</p> <p>3.1 (..... teaching hours) , place: <i>(lecture hall/studio/computer lab/other).</i></p> <p>3.2 (..... teaching hours) , place: <i>(lecture hall/studio/computer lab/other).</i></p> <p>3.3 (..... teaching hours) , place: <i>(lecture hall/studio/computer lab/other).</i></p> <p>3.4 (..... teaching hours) , place: <i>(lecture hall/studio/computer lab/other).</i></p> <p>3.5 (..... teaching hours) , place: <i>(lecture hall/studio/computer lab/other).</i></p> <p>4. MODULE - (.....HOURS):</p> <p>4.1 (..... teaching hours) , place: <i>(lecture hall/studio/computer lab/other).</i></p> <p>4.2 (..... teaching hours) , place: <i>(lecture hall/studio/computer lab/other).</i></p> <p>4.3 (..... teaching hours) , place: <i>(lecture hall/studio/computer lab/other).</i></p> <p>4.4 (..... teaching hours) , place: <i>(lecture hall/studio/computer lab/other).</i></p>
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	<p>4.5 (..... teaching hours) , place: (lecture hall/studio/computer lab/other).</p> <p>5. MODULE - (.....HOURS):</p> <p>5.1 (..... teaching hours) , place: (lecture hall/studio/computer lab/other).</p> <p>5.2 (..... teaching hours) , place: (lecture hall/studio/computer lab/other).</p> <p>5.3 (..... teaching hours) , place: (lecture hall/studio/computer lab/other).</p> <p>5.4 (..... teaching hours) , place: (lecture hall/studio/computer lab/other).</p> <p>5.5 (..... teaching hours) , place: (lecture hall/studio/computer lab/other).</p> <p>CONCLUSION: measurement of the final level of key competences</p>
<p>Literature and teaching aids for teachers</p>	<p>Literature for the person conducting the classes:</p> <ul style="list-style-type: none"> - Handbook for trainers / course scenario (attached to the Curriculum) - <p>Teaching aids (auxiliary materials for trainers):</p> <ul style="list-style-type: none"> -
<p>Literature and teaching aids for participants</p>	<p>Literature for participants:</p> <ul style="list-style-type: none"> - Training materials (attached to the Curriculum) - <p>Teaching aids (supporting materials for participants):</p> <ul style="list-style-type: none"> -

<p>Methods and tools for validation of learning outcomes</p>	<p>The assessment of the acquisition/improvement of competences includes an assessment in three dimensions:</p> <ul style="list-style-type: none"> - knowledge, - skills, - attitudes. <ol style="list-style-type: none"> 1) Knowledge measured twice (at the beginning and at the end of the course) through preliminary and final competence tests/..... 2) Skills are measured twice (.....) 3) Attitudes that can be verified during the course are assessed by the trainer in the form of a written opinion/observation sheet/..... <p>Templates of preliminary and final knowledge/skills tests/exercises, instructor's opinions/observation sheets and other verification tools together with instructions for their use and interpretation of results are attached to the program.</p>

PART 2 - LEARNING CONTENT WITH LEARNING OUTCOMES

1. MODULE - (.....HOURS):

Modular unit (name as in the "Course structure")	Teaching content (topics/activities/other)	Learning outcomes (knowledge, skills, attitudes)
1.1 (..... teaching hours) , place: (lecture hall/studio/computer lab/other).	- - - - -	- - -
1.2	- - - -	-
1.3	-	-
1.4	-	-
1.5		-

2. MODULE - (.....HOURS):

Modular unit (name as in the "Course structure")	Teaching content (topics/activities/other)	Learning outcomes (knowledge, skills, attitudes)
2.1		-
2.2		-
2.3		-
2.4		-
2.5		-

3. MODULE - (.....HOURS):

–		
Modular unit (name as in the "Course structure")	Teaching content (topics/activities/other)	Learning outcomes (knowledge, skills, attitudes)
3.1		–
3.2		–
3.3		–
3.4		–
3.5		–
4. MODULE - (.....HOURS):		
Modular unit (name as in the "Course structure")	Teaching content (topics/activities/other)	Learning outcomes (knowledge, skills, attitudes)
4.1		–
4.2		–
4.3		–
4.4		–
4.5		–
5. MODULE - (.....HOURS):		
Modular unit (name as in the "Course structure")	Teaching content (topics/activities/other)	Learning outcomes (knowledge, skills, attitudes)
5.1		
5.2		–
5.3		–
5.4		–
5.5		–

Course on key competences for people 50+:

..... COMPETENCES

Element No. 2 of the documentation:

MATERIALS FOR TRAINERS (TRAINING SCENARIO/TRAINER'S HANDBOOK)

Developed as part of the project "Key competences for people 50+",
number: EOG/21/K4/W/0083

Working together for a green, competitive and inclusive Europe

The project benefits from funding received from Iceland, Liechtenstein and Norway under the Financial Mechanism of the European Economic Area for 2014-2021, 'EDUCATION' PROGRAMME.

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MATERIALS FOR TRAINERS (TRAINING SCENARIO/TRAINER'S HANDBOOK)

2a. PRESENTATION TEMPLATE

Project „Key competences for people 50+”

The project benefits from funding received from Iceland, Liechtenstein and Norway
under the Financial Mechanism of the European Economic Area for 2014-2021,
'EDUCATION' PROGRAMME.

..... Course

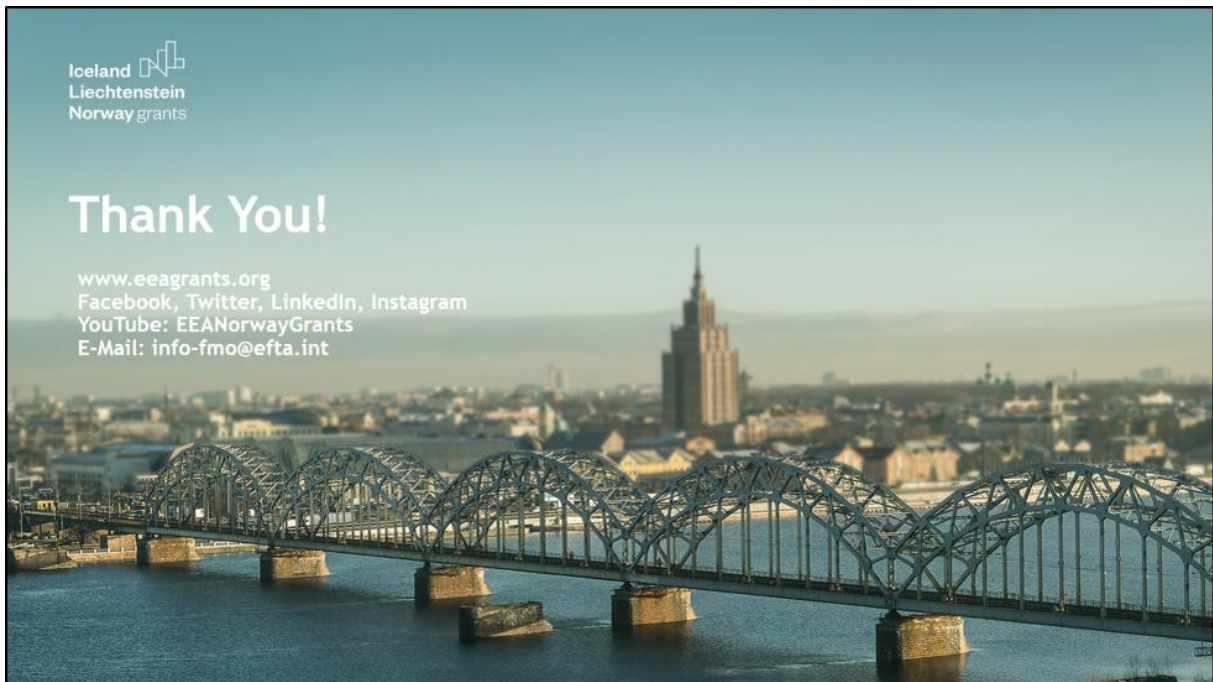


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Thank You!

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E-Mail: info-fmo@efta.int



Course on key competences for people 50+:

..... COMPETENCES

Element No. 3 of the documentation:

TRAINING MATERIALS FOR PARTICIPANTS

Developed as part of the project "Key competences for people 50+",
number: EOG/21/K4/W/0083

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TRAINING MATERIALS FOR PARTICIPANTS

Course on key competences for people 50+:

..... COMPETENCES

Element No. 4 of the documentation:

COURSE EVALUATION AND LEARNING OUTCOMES VALIDATION TOOLS

Developed as part of the project "Key competences for people 50+", number:
EOG/21/K4/W/0083

Working together for a **green**, **competitive** and **inclusive Europe**

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COURSE EVALUATION AND LEARNING OUTCOMES VALIDATION TOOLS

NUMBER: EOG/21/K4/W/0083

The EEA Grants represent the contribution of Iceland, Liechtenstein and Norway towards a green, competitive and inclusive Europe.

There are two overall objectives: reduction of economic and social disparities in Europe, and to strengthen bilateral relations between the donor countries and 15 EU countries in Central and Southern Europe and the Baltics. The three donor countries cooperate closely with the EU through the Agreement on the European Economic Area (EEA). The donors have provided €3.3 billion through consecutive grant schemes between 1994 and 2014. For the period 2014-2021, the EEA Grants amount to €1.55 billion. The priorities for this period are:

- #1 Innovation, Research, Education and Competitiveness
- #2 Social Inclusion, Youth Employment and Poverty Reduction
- #3 Environment, Energy, Climate Change and Low Carbon Economy
- #4 Culture, Civil Society, Good Governance and Fundamental Rights
- #5 Justice and Home Affairs

The EEA Grants are jointly financed by Iceland, Liechtenstein and Norway, whose contributions are based on their GDP.

Eligibility for the Grants mirror the criteria set for the EU Cohesion Fund aimed at member countries where the Gross National Income (GNI) per inhabitant is less than 90% of the EU average.

The 'Key competences for people 50+ benefits from grant from Iceland, Liechtenstein and Norway through the EEA Grants.

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