CURRICULUM

of the training course for adult educators

LET'S HELP THEM BECOME VOLUNTEERS

What do adult educators need to know about volunteers and volunteering

(How to run the Senior Award Program)

Annotation

The training course for adult educators is **LET'S HELP THEM BECOME VOLUNTEERS. WHAT DO ADULT EDUCATORS NEED TO KNOW ABOUT VOLUNTEERS AND VOLUNTEERING**?

It stems from the *urgent need* of the whole Europe to tackle the issues of the aging population. The state-of-the-art Review, developed by the GGA partners, includes *detailed needs analysis* of training educators of adult volunteers.

The *main aim* of the course is to train adult educators/ mentors and to guide and support the participants of the Senior Award Program.

The *main innovative feature* of this course will be its double-edged purpose:

➢ to equip adult educators with the essential knowledge and competence to deal with older adult education, to work with older learners using a motivational and incentivizing approach

➢ to teach adult educators how to exploit the empowering education.

The *target group* involves *adult educators* practitioners from both formal and non-formal adult education institutions (skill centres, Third Age Universities), also, members of organizations not primarily concerned with education (e.g. community centres, cultural houses, libraries, museums, NGOs, volunteer centres, etc.).

Expected results:

A) Knowledge

Up-to-date knowledge on how to develop a sustainable volunteering mindset of senior citizens.

Knowledge about the principals of adults learning and motivating for learning.

B) Skills

Skills to apply best practices of partner organizations in engaging senior adults in educational and volunteering activities.

Skills to carry out activities that are tailored to the needs of the senior citizens and that make the most of their cultural backgrounds and life-stories to motivate them for volunteerism.

C) Competencies

Forming and developing competencies of adult educators to support senior volunteers:

➢ in taking decision to participate in the Senior Award Program
➢ in choosing volunteering activities that give satisfaction
➢ in setting personal/professional development goals
➢ in the pursuit of personal growth aims

Developing the professional competencies to use specific tools, methods and strategies of teaching, and psychological methods of motivation to promote senior adults' social and civic competencies, and to engage them in lifelong learning activities and, most importantly, in volunteerism.

Expected impact

➢ on the experts from the partner organizations and on educators who will take up the course - learning new and innovative teaching/learning methodologies to enhance adults' motivation to be engaged in lifelong learning activities and in volunteering activities

➢ on all educators and older people –extending their professional and instructional competencies in informal and non-formal contexts.

Transferability potential

We believe that its most relevant feature is that the topics dealt with, are common and transversal throughout all the EU countries and diverse groups of society

Content of the Curriculum

The curriculum has 5 modules. Every module includes three themes, ice breaking activity, exercises, examples of good practices, evaluation test.

No	Theme	Hours
1.	**INTRODUCTION**	1
2.	**Module 1: Why do older people volunteer and why should they volunteer** ✓ *What is motivation and what are older people's motives for volunteering?* ✓ *What benefits from volunteering are there for older people?* ✓ *What benefits of older people's volunteering are there for communities?* *Exercises*	4
3.	**Module 2: How to promote volunteering and recruit volunteers for the Senior Award Program** ✓ *How to promote volunteerism* ✓ *Senior Award Program combines different activities* ✓ *Public aspects of the Senior Award Program*	4

	Exercises	
4.	**Module 3: How to cope with difficulties in volunteering?** ✓ *What do you need to know about the recruitment when a sudden event occurs?* *How to overcome it?* ✓ *What do you need to know about inspiring volunteer leadership?* *How to develop it?* ✓ *What do you need to know about the training of volunteers?* *How to do it?* *Exercises*	4
5.	**Module 4: Would you like to retain volunteers? Offer them the best volunteering experience** ✓ *What do you need to know?* ✓ *How to match the needs?* ✓ *Why do volunteers stay, why do they leave?* *Exercises*	4
	Total	**17**

Technology of training

Blended learning course

It is the blended learning course that is a blend of any two or more learning types", meaning learning activities that are either physical or virtual, formal or informal, and scheduled or unscheduled.

Active methods of training

Impulse Lecture, Group discussion, Demonstration, Case Study (decision-making, illustrative, group analysis), Role Play, Incident Process, Brainstorming, Simulation, Eliciting, Video-lecture, Video-tutorial, Guest speakers or presenters with experiences, Active listening, Group Puzzle, etc.

Active listening technics

Attend, Empathize, Non-verbal communication, Clarify, Restate (paraphrase), Encourage, Reflect, Use prompts, Ask open-ended questions, Summarize, Validate

Training materials and tools

- ✓ Handbook (Manual)
- ✓ Senior Award Program
- ✓ Resource library
- ✓ Website
- ✓ Video interviews
- ✓ Presentations
- ✓ Case studies
- ✓ Written stories
- ✓ Brochure with good practices

Evaluation

- ✓ There will be self-evaluation which is verbal and in written form – test in the Handbook.
- ✓ Group-evaluation after training
- ✓ Evaluation of the quality of training
- ✓ There will be no evaluation with marks

Literature and References

Appropriate literature is provided at the end of every module.

Questions for reflection

The questions asked in each module serve for self-control by the learner or for feedback through which the trainers can determine the quality of training - the extent of mastered knowledge, skills and competencies.

In Conclusion

Motivating and teaching adult volunteers the skills they need to function effectively as a part of our society can be difficult work. By creating the Senior Award Program and the Curriculum, however, we can cut down on potential problems while making sure volunteers have the most comprehensive, effective learning experience possible. Besides, in the long run, our work will pay off in the form of motivated, active, and satisfied volunteers. It will aid in decreasing senior adults learners' social isolation and loneliness. This will develop seniors' social and civic competencies and empower them to contribute to the benefits of the local community, creating economic value and establishing intergenerational bonds among its members.