CURRICULUM
TRAINING THE TRAINERS AND PROFESSIONALS
IN THE FIELD OF ADULT LITERACY EDUCATION

Duration:
After the training needs assesment will be decided the length and content of the course: from 40 to 80 hours: ¼ of this time, theory, and ¾, exercises.

Number of participants: 10 – 14 people

Objectives: developing the training knowledge, skills and behaviour of the trainees, who, at the end of the course, will be able to work in the field of adult literacy education using up to date methods, modern theories and latest multimedia resources, will be self confident and more aware about their social mission.

Methods
Interactive presentations: **professional, experienced, enthusiastic and passionate trainers** will share with the participants the main rules of effective adult training, in particular illiterate adult teaching, to make participants aware about the specific of adult illiterate training

Case studies: during the practical sessions, the participants will be able to analyse the example of good and bad practices.

Teamwork: the creativity, innovation and team spirit will be stimulated in "learn by doing" activities, focused on preparing course curricula and lesson plans, including multimedia up to date technologies and modern methods.

Focus groups: the awareness about the necessity of adapting the methods contemporary core social issues and the capacity to express their own opinions will be developed by different type of debate.

The course can be the starting point for future partnership projects that the group can develop among themselves for wider implementation, initiating on line exchanges among themselves and others, perhaps with the support of the trainers, using social media.

Topics:
Illiteracy; Definition, classifications, levels; Studies, Reports, initiatives of the European Commission; Causes and solutions
Principles of the adult education, Profile of the adult illiterate
Consequences for the adult training and trainers: adults have a unique identity; they are not empty vessels; they are not children; they learn by experience and it is difficult for them to unlearn
Sensitivity to cultural differences
The purpose of teaching/training; The training cycle
Appropriate effective teaching/training methods
Activating teaching/training
Motivation and transference
Media Literacy in Adult Functional Literacy Training – First part
Comprehension/representation/media education concepts and methods; practical session

Young adults/Senior adults - The motivation to learn
Learning Styles and age specific differences
Effective learning in the Digital Era
E-learning and media tools; Online search of information
Planning and design of the training
Trainee Needs Assessment
Learning Objectives
Designing Lesson Plans and Curricula
Effective Communication in training
Choice of the learning welcoming environment
Exercises in training - Interactive learning
Media Literacy in Adult Functional Literacy Training – Second Part
Comprehension/representation/media education concepts and methods; practical session
How to update the learning methods - Methods and tools
Community learning/Team learning/Individual learning
Social media & E-learning
Study cases/Debate/Exercises
Power point – computer aided presentation tool
Individual presentation
Evaluation methods, test tools development
Evaluation methods, exercises
The main psychological issues in the training process
Emotional Intelligence EQ/Rational Intelligence IQ
Multiple Intelligences
Tests and exercises
Persuasive Communication/Social Abilities & Motivation
Negotiation/Crisis management
Practice session
Simulation of a lesson - Individual presentations
Feed-back and improving solutions