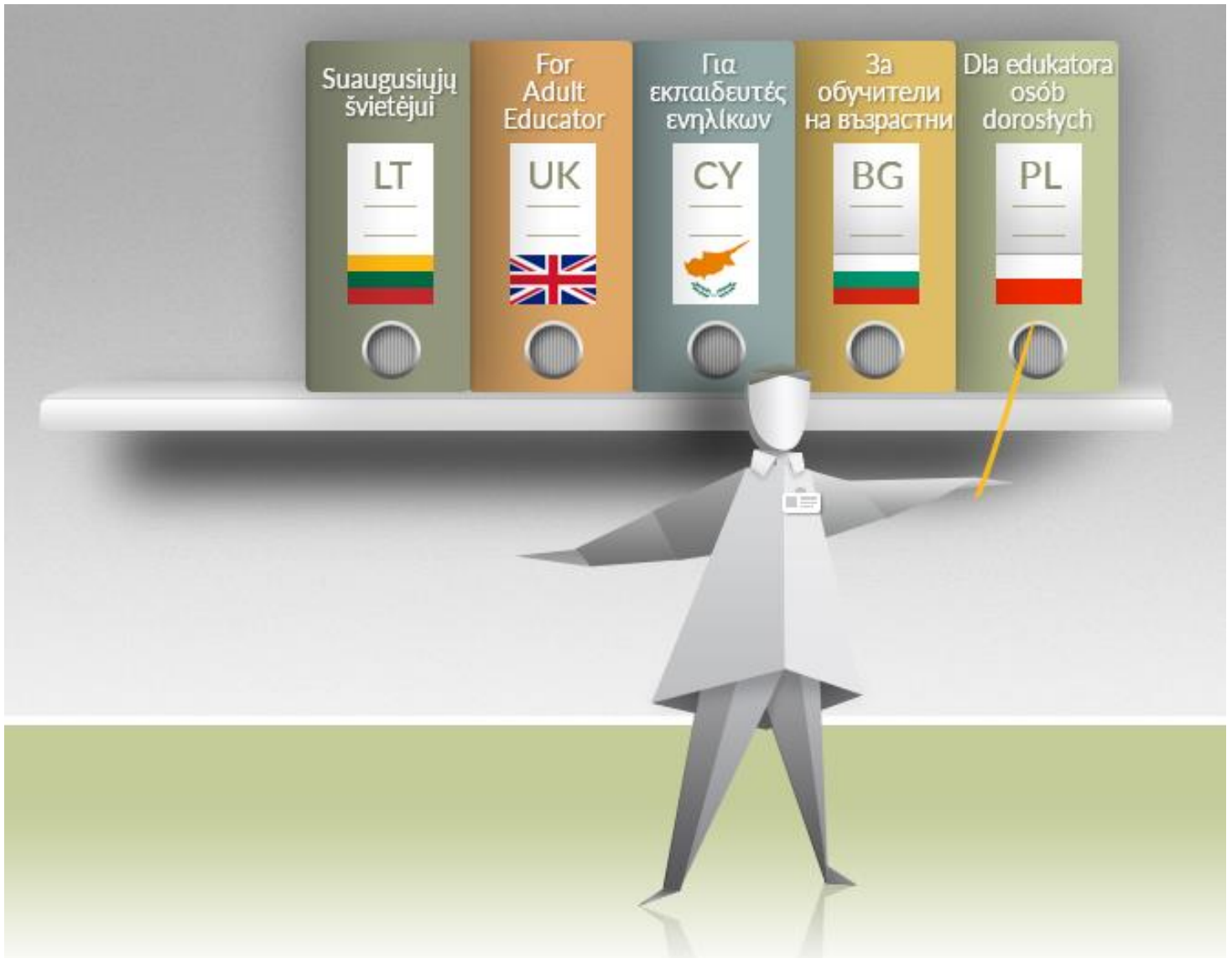




Erasmus+



Curriculum for Adult Educators – Practitioners “Promotion Lifestyle Entrepreneurship for disadvantaged learners”



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Abbreviations

AEP – Adult educator practitioner/s
ICT – Information and communication technologies
LSE – Lifestyle entrepreneurship
OER – Open educational recourses

Introduction of the Project “Development Adult Educators’ competencies To Promote Learners’ Life Style Entrepreneurship”

The Aims:

- Develop the basic and specific adult educators’ competencies working with disadvantaged learners with focus on innovative ways of outreach and delivery of learning activities;
- Provide necessary knowledge and information to adult learners with fewer opportunities and from disadvantaged backgrounds on access to adult learning services and the possibilities for employment on the basis of their lifestyle, abilities and talents.

The Objectives:

1. Strengthen the competencies of adult educators supplying them with innovative and attractive training material and ICT tools based on Lifestyle entrepreneurship (LSE) approach;
2. Enhance the professional development of adult educators by introducing the innovative education methods: blended learning, reversed/flipped training, Open education recourses (OER);
3. Develop OER tailored to the needs of adult educators in order to support digital integration in learning to reach the learners from disadvantaged backgrounds;
4. Increase the motivation and reduce disparities in learning outcomes of adult learners with fewer opportunities and from disadvantaged backgrounds using LSE approach and ICT tools with the long term goal of becoming self-employed.

The Intellectual Outcomes:

1. **Curriculum** for adult educators - practitioners “Promotion of Lifestyle Entrepreneurship for disadvantaged learners”
2. **Training material and ICT tools** for adult educators-practitioners
 - **Module I** “Basics of Life Style Entrepreneurship”,
 - **Module II** “The Use of ICT and OER in training on LSE”,
 - **Module III** “Marketing of adult education on LSE for disadvantaged people”,
 - **Module IV** „An assessment tool of learners’ skills and competences in LSE”,
 - **Module V** „Creating awareness on validation of the acquired competences”.
3. **Guidelines** for adult educators-practitioners “How to offer lifestyle entrepreneurship for disadvantaged learners using Open Educational Recourses”

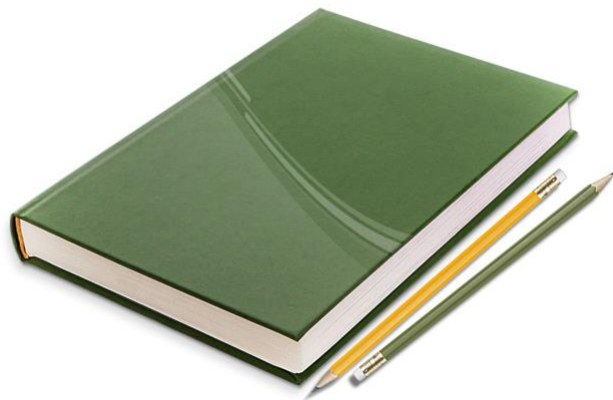
Target groups: adult educators-practitioners, learners from disadvantaged backgrounds (senior citizens, people living in remote areas, in-long term unemployed; women of social exclusion, low-skilled, etc.).

Adult educators-practitioners will be provided with attractive innovative training material and will improve the following competencies: sense of innovation and entrepreneurship, digital competence, social and civic competence; competence in marketing and public relations, competence on an assessment and validation of informal and non-formal learning, competence on being an advisor/ counselor/ facilitator.

Adult learners with fewer opportunities and from disadvantaged backgrounds will be motivated to actively participate in lifelong learning activities and learn LSE by using ICT and on-line tools. They will also be encouraged to get self-employed and build business around their lifestyle.

The project will contribute to meeting the Europe 2020 goals to increase employment rate by 75% and participation target of 15% in lifelong learning through improvement of adult educators' work quality and competences dealing with specific target groups of learners, make use of ICT and OER for better outreach and teaching outcomes.

More information about the partnership, project results and outcomes may be found on the website: www.ace-erasmusplus.eu.



Curriculum Outline “Promotion of Lifestyle Entrepreneurship for Disadvantaged Learners”

The aim of the curriculum is to define the framework for preparation of the training modules (I-V) on promotion of the Lifestyle Entrepreneurship (LSE) approach and to develop the training course for the improvement of adult educators-practitioners' competences.

The objectives of the curriculum:

- present the content, the training plan and the learning outcomes of the training course;
- introduce the teaching and learning strategies and provisions for implementation;
- define the assessment strategy;
- describe the content of the training modules I-V.

LIFESTYLE ENTREPRENEURSHIP

Lifestyle Entrepreneurship (LSE) is a process of discovering new opportunities for self-employment around one's passions, hobbies and lifestyle skills, the ability to express oneself and create financial and social profit and improve the quality of one's own lifestyle. LSE is different from traditional entrepreneurship, which aims at financial profit and huge risk. LSE has a very strong social aspect which helps to solve various problems of disadvantaged people, e.g. social, economic, health, isolation, unemployment. It is usually a home-based business that can be managed in a flexible way to fit in with the entrepreneur's lifestyle. Some businesses are run to provide an additional income to a permanent job, some to prevent social isolation.

ADULT EDUCATOR PRACTITIONER

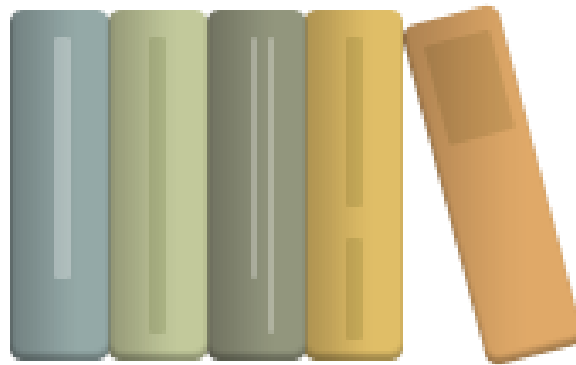
Adult educator practitioner (AEP) is a person who teaches adult people or organizes their learning, but doesn't have formal document confirming his/her andragogic qualification. AEP usually work in non-governmental organizations, small and medium sized enterprises, libraries, social centers, Third age universities, adult education centers, etc.

The curriculum is based on the State of Art Review completed by project partners about the existing situation in partner countries related with the development of adult educators-practitioners' competencies necessary for work with disadvantaged learners and implement the LSE idea: what kind of businesses related to the LSE idea are developed in partner countries among disadvantaged people, what training programmes are available for learners related to improving their situation of

employability; what kind of experience to work as an *advisor/counselor/facilitator* AEP have to ensure the participatory approach of disadvantaged learners within the whole learning process while training on LSE, what marketing strategies of adult education services are used for attraction and motivation of disadvantaged learners to be more active in learning and employment; what are the examples of good practices dealing with learners with fewer opportunities and from disadvantaged backgrounds with a focus on innovative ways of outreach and delivery of learning activities; what are the strategies of assessment of learners' skills and abilities, what are the models of recognition and validation of the competencies gained in formal and non-formal education in partner countries.

The information about the results of the State of Art Review is presented in project website: www.ace-erasmusplus.eu.

The total duration of the training course is 54 academic hours* (a. h.), comprising 18 contact a. h. (face-to-face meetings) and 36 a. h. for the theoretical and practical e-learning via platform, including 4 a. h. for assessment of knowledge and certification. This training course constitutes 2 credits according to the European Credit Transfer System for the non-formal adult education.



Content of the Training Course

Name of the training	Face-face-meetings (a.h.)	E-learning via platform (a.h.)	Total (a.h.)
Introduction of the training course.	1		1
Assessment of adult educator's competences on-line			
Module I. Basics of a Lifestyle Entrepreneurship			
1.1. Main principles of entrepreneurship and lifestyle entrepreneurship	1	1	2
1.2. Evaluation of the possibility of becoming a lifestyle entrepreneur	1	1,5	2,5
1.3. Business principles in LSE	1	1	2
1.4. The styles of LSE as a useful alternative to self-employment for disadvantaged people	1	1	2
1.5. Personal development – key to success in LSE	1	1	2
1.6. The new role of adult educator as a facilitator in promoting LSE for disadvantaged learners	1.5	2	3,5
Module II. The Use of ICT and OER in LSE			
2.1. A reversed/flipped training methodology using OER	1	1	2
2.2. OER (set of digital stories on successful LSE experiences)	1	15	16
2.3. E-shops for promotion training on LSE		1	1
Module III. Marketing of Adult Education on LSE for Disadvantaged People			
3.1. Basics and peculiarities of adult education marketing. Social and non-commercial marketing. Marketing plan.	3	2	5
3.2. Marketing tools and communication channels as well as their availability to disadvantaged learners	1	2	3
3.3. Social and psychological aspects of working with disadvantaged groups on training LSE	1	1,5	2,5
Module IV. Assessment tools of Learners' Skills and Competencies			
4.1. Assessment strategies and methods in non-formal adult education in partners countries	0,5	1	1,5
4.2. A knowledge portfolio conception and its structure		1	1
4.3. Online self-assessment tool for adult learners on LSE		1	1
Module V. Creating Awareness on Validation of the acquired competences“			
5.1. Development of validation processes in EU countries	0,5	1	1,5
5.2. Validation of non-formal and informal learning. Methods, measures, procedures	0.5	1	1,5
5.3. Possibility to validate the obtained within LSE course competences	0.5	1	1,5
Round-up of the training course.	1,5		1,5
Assessment of adult educator's competences on-line, reflection on the training course. Certification.			
Total	18	36	54

*One academic hour – 45 minutes.

Teaching and Learning Strategies

The pedagogical strategy of this training course is based on the blended learning approach: combination of traditional and virtual learning via a created e-learning platform as Open educational resources with the possibility to perform self-study at convenient time and place.

OPEN EDUCATIONAL RESOURCES

Open educational resources (OER) are digital materials that can be re-used for teaching, learning, research and more, made available free through open licenses, which allow uses of the materials that would not be easily permitted under copyright alone. OER include full courses, course materials, modules, textbooks, streaming videos, tests, software, and any other tools, materials, or techniques used to support access to knowledge.

Deepening knowledge for each module are ensured by the possibility to use the developed e-learning platform as OER. The e-learning is very important learning part of training course and contains 36 a. h. The self-study material consists of theory, practical tasks and success stories (video and written). Each module provides practical tasks: e.g. exercises, case studies, tests, etc.

To ensure active participation of AEP and exhaustive understanding of the Modules' content, three face-to-face training sessions (18 a. h.) are incorporated into teaching strategy. The first session is held at the beginning of the course and is intended to shortly present the key subjects of the five Modules. The aim of second face-to-face training session is to deepen the participants' knowledge through practical exercises, after they study the Modules' (I-V) material online. The third face-to-face session comprises three parts:

- discussion of success stories (video and written presented as OER) having studied them on the e-learning platform and providing suggestions on how adult educators can use them to promote LSE;
- introduction of the Guidelines on how to organize and run training for disadvantaged learners on LSE;
- Group work: “Developing of marketing plan of the training course promoting LSE for disadvantaged learners”.

Provisions for Implementation of the Training Course

The adult education institutions which will organize the training courses according to the prepared training plan, should ensure a convenient learning environment, technical equipment and tools, necessary for providing the teaching and learning process based on the blended learning approach within the following facilities:

- classroom with multimedia projector and a computer with the possibility to use Power Point for face-to- face meetings;
- access to the personal computers with the internet connection to e-learning platform;
- computers for adult educators practitioners for e-learning and self-assessment online;
- other organizational tools for face-to-face meetings (board, handouts, paper and ect.)

The trainers of AEP should be prepared for teaching process respectively.

The trainers should:

- create a psychologically friendly learning environment;
- be acquainted with the background of the audiences and be aware of their needs and expectations;
- have experience on how to work with adult people;
- have the knowledge and skills to organize e-learning sessions;
- good knowledge of the teaching content (Modules I-V);
- have essential personal characteristics: positive self – evaluation, have the ability to: motivate learners, analyze and integrate; communicate and be tolerant.

Assessment Strategy

Assessment of the participants' knowledge and competences will be performed in three steps: taking a self-assessment test on-line; participating in group work and completing practical assignments; reflecting on one's own learning experiences after the training course. Upon successful completion of the course, the participants will be awarded certificates of achievement.

- At the beginning of the training course AEP will be asked to perform a self-assessment test on-line to determine the level of their knowledge and competences regarding the training material. At the end of the course they will be requested to retake the self-assessment test on-line in order to evaluate their progress in learning.

- Having completed the training course, the AEP will be asked to create a marketing plan to promote training on LSE to the target group of disadvantaged learners they are working with. They will be requested to present the marketing plan in class during the final face-to-face training session and will be assessed by the trainer, who will comment and evaluate the completed assignment as well as their knowledge and competences.
- At the end of the final session, the AEP will be asked to reflect on their learning experiences during the training course, both face-to-face and via the e-learning platform. The AEP will share how well they succeeded in applying the knowledge acquired during the training course. This activity will promote further learning and practical usage of the knowledge and competences in everyday teaching/training/advisory activities.

Only those AEP, who provide the required correct answers to at least of 90 per cent of questions in the final self-assessment test and are active in practical activities and reflections, will be certified.



Training Plan for Adult Educators Practitioners

The training plan is developed to help the trainer to organize the training course. This plan is based on the content of the Curriculum and gives a step-by-step overview of the training process.

Training session	Type	Duration in academic hours	Content
First training session	Face-to-face	6	<ul style="list-style-type: none"> • Introduction of the training course "Promotion LSE for Disadvantaged Learners" for adult educators-practitioners. (~ 0.5 a. h.) • Assessment of adult educator's competences on-line (~ 0.5 a. h.) • Short presentation of Modules – induction of participants on: <ul style="list-style-type: none"> ➤ Module I "Basics of Lifestyle Entrepreneurship" (~ 2 a. h.) ➤ Module II "The use of ICT and OER in LSE" (~ 1 a. h.) ➤ Module III "Marketing of LSE training for disadvantaged learners" (~ 1.5 a. h.) ➤ Module IV 4 "An Assessment tool of Learners' skills and competences in LSE" (~ 0.5 a. h.) ➤ Module V "Creating Awareness on Validation of the Acquired Competences" (~ 0.5 a. h.)
Second training session	e-learning via platform	22	Deepening knowledge of the participants via self-study of modules 1 – 5 presented as OER.
Third training session	Face-to-face	6	Deepening of knowledge gained by self-study of modules' 1-5 material through practical exercises.
Fourth training session	e-learning via platform	14	Deepening knowledge on practical implementation of LSE: analyzing of success stories (video and written) on LSE presented as OER.
Final training session	Face-to-face	6	<ul style="list-style-type: none"> • Discussions of success stories (video and written presented as OER) on how adult educators can use them to promote LSE (~ 1 a. h.) • Guidelines on how to organize and run training for disadvantaged learners on LSE (~ 1.5 a. h.) • Assessment of knowledge: <ul style="list-style-type: none"> ➤ Self-assessment on-line (~ 0.5 a. h.) ➤ Practical task - developing marketing plan for specific groups of disadvantaged learners (~ 2 a. h.); Group work will be assessed non- formally by trainer. ➤ Reflection of training courses(~ 0.5 a. h.) • Certification (~ 0.5 a. h.).
		Total: 54	

MODULE I “Basics of Lifestyle Entrepreneurship”

The aim of this Module is to develop the competences of adult educators to offer high-quality training on LSE for disadvantaged learners, with special emphasis on competences such as the sense of initiative and entrepreneurship and being an advisor/counsellor/facilitator.

The objectives of the Module I:

1. analyze the definition of entrepreneurship and LSE;
2. develop a basic understanding of how to evaluate the possibility of learners becoming lifestyle entrepreneurs;
3. introduce business principles in LSE;
4. gain practical knowledge about LSE as a useful alternative for self-employment for disadvantaged people and review the different styles of LSE;
5. analyze the strategies and methods to work on social and civic competence development (personal development) of learners as a key for success in LS;
6. develop a basic understanding of the role of advisor/counselor/facilitator in promoting LSE for disadvantaged learners including further support to them to explore their business ideas.

Within this Module adult educators will gain practical knowledge about LSE as a useful alternative to self-employment for disadvantaged people, also, the kind of lifestyle enterprises that will appeal to learners and ways to develop LSE. As this Module is the main Module within the training course for adult educators “Developing Adult Educators’ Competences to Promote Learner’s LSE” it is presented in 6 sub-modules, coherent with the main objectives of the Module itself:

1. Main principles of entrepreneurship and LSE;
2. Evaluate the possibility of becoming a lifestyle entrepreneur;
3. Business principles in LSE;
4. Different styles of LSE as a useful alternative to self-employment for disadvantaged people;
5. Personal development – key to success in LSE;
6. The new role of adult educators as a facilitator in promoting LSE for disadvantaged learners.

The first sub-Module presents the main principles of entrepreneurship and compares them with the concept of LSE. The general definition of an entrepreneur is a person who sets up a business or several businesses taking on financial risks in order to make large profit. The Module analyzes the similarities and differences between entrepreneurship and LSE. It is also stressed that the concept of LSE is rather new and often is defined in different ways. Thus, the sub-module puts much attention on analysing of the definition of LSE which was commonly-agreed within the project's partnership.

The second sub-module evaluates the possibility of becoming a lifestyle entrepreneur. It reviews the skills, hobbies and competences that are beneficial or essential to lifestyle entrepreneurs, considering practical life and work experience, the social and psychological characteristics of the disadvantaged people who will be trained. Not everyone can be a lifestyle entrepreneur; it requires specific personal traits, along with the desire to make a business out of their passion whether this is for financial or social gain or to prevent isolation.

The third sub-module presents the business principles of entrepreneurship, which are essential to all types of business including LSE. It is important to understand the principles of running and managing a business, including setting a business mission, completing thorough market research, developing a marketing strategy, financial planning and forecasting, people management and so on. A business plan is not just a fund-raising tool. In fact, it is a tool for understanding how and why the business is put together. It can be used to monitor progress; it forces regular reviews of the value proposition, marketing assumptions, operations plan and financial plan.

The fourth sub-module evaluates the different styles of LSE and how they can be useful as an alternative to self-employment for disadvantaged people. The sub-module provides case studies which will enable adult educators to understand the vast number of different ambitions/social drivers and barriers that LSE's face and overcome and why they choose to start their business.

The fifth sub-module; presents the importance of personal development as a key to success in LSE. In this sub-Module we will focus on personal development of potential LSE's the barriers facing disadvantaged people through their social background, learning needs, education, age, location and confidence levels. This will enable the adult educators to develop the confidence and motivational levels of the lifestyle entrepreneurs, looking at the key issues they face, and methods to challenge them and support them in future goal setting.

The sixth sub-module identifies the role of adult educators as a facilitator in promoting LSE for disadvantaged learners. This sub-module identifies the range of disadvantages that potential

lifestyle entrepreneurs face and the support that adult educators can provide to redress the disadvantages. Methods and recommendations to develop communication skills and understand the impact of their roles when working with disadvantaged individuals and groups, techniques to engage, coach and motivate potential LSEs and how to overcome/resolve economic, social and geographical obstacles.

Module I will use interactive methods of learning with the adult educators being engaged in activities through interactive sessions including discussions and quizzes, instructional methods, Power Point presentations with a series of on-line tools and assessment methods: You Tube, Survey Monkey, Downloadable Documents (business planning templates, financial spreadsheets, etc.) LinkedIn Groups, Social Media for sharing and supporting this method will support both face-to-face learning and on-line learning. This Module will meet the needs of all learners with both the adult educators and the LSE's using a range of different learning methods.



MODULE II “The Use of ICT and OER in LSE”

The aim of this module is to develop adult educators' digital competence to ensure the effective use of Information and Communication Technology (ICT)-based methods and tools in adult education, specifically in training on LSE.

The objectives of Module II:

1. introduce the possibility and effectiveness of incorporating of ICT-based tools and methods into the training of disadvantaged learners;
2. analyze the **innovative** reversed training methodology based on OER;
3. review the types of the OER which are used in LSE training for self-learning;
4. create awareness about e-shops and their benefits on promoting LS businesses.

The **general part** of the Module shows that nowadays ICT very rapidly intervenes into the learning process making it more attractive to learners. Thus, the quality of trainings provided by adult educators to learners with disadvantaged backgrounds highly depends on their possibility to incorporate the ICT tools and methods into their training course. It means that adult educators have to constantly strengthen their digital competence which requires a sound understanding and knowledge of the nature, role and opportunities of ICT in lifelong learning. The module shows that incorporating ICT into the training process allows adult educators to use such methods as e-learning, blended learning and even more innovative methods like reversed/flipped learning and OER. Thus, the definitions of different ICT-based training methods mentioned above are presented and discussed. It is also described in the module that LSE training course for disadvantaged learners is built on ICT-based reversed training methodology using OER. A Reversed training methodology means that an adult educator has the role of a facilitator and guides trainees/learners to make an initial analysis of the on-line training materials presented as OER by them. It is emphasised in the module that OER are digitized materials offered freely and openly for educators, students and self-learners to use and re-use for teaching, learning and research. OER include many different types of digital assets, they consist of various exercises, videos and digital stories introducing best practices, current results of research, quick tips (for example, for finding employment and starting new businesses) etc. and are used for self-directed learning. After fulfilling their independent learning tasks, the trainees discuss the results with the facilitator in face-to-face meetings. It means that trainees use the **flipped learning method** to improve their skills and competences. The importance

of such ICT-based training methodology to promote the participatory approach of disadvantaged learners is emphasised.

The special part of the module is dedicated to show how the ICT tools and methods are used within the LSE training program developed to disadvantaged learners. To encourage them to start their lifestyle businesses two types of the on-line training materials for individual learning will be places to the e-platform as OER:

- Readings about the principles of the lifestyle entrepreneurship, which consist of the short abstracts of the sub-modules of LSE training course;
- A set of digital stories (12 video and 24 written stories) on successful LSE experiences. The purpose of these stories is to encourage disadvantaged learners to get self-employed around their lifestyle, hobbies, and talents.

In addition to the above-described OER developed for self-learning of disadvantaged learners on LSE, the adult educators are acquainted with the e-shops technique, which brings Life style entrepreneurs wider opportunities to organize and promote their businesses. The module gives adult educators an overview about the practical tools which could be used by LS entrepreneur to create and maintain their online shops and presents few good practices of the e-shops on LSE, which are freely-accessible via Internet and which could be used by adult educators during the face-to-face learning sessions. This module does not develop the deep knowledge of the different kinds of software enabling to create e-shops, it only create awareness about the possibility to create them and the benefits of e-shops, especially the fact that e-shops are likely to make the marketing and selling cost lower.

Learning outcomes

By the end of Module II the participants will be able to:

- understand the effectiveness of incorporating ICT-based tools and methods into the training of disadvantaged learners;
- apply the innovative reversed training methodology based on OER during the LSE training;
- use digital stories (12 video and 24 written stories) on successful LSE experiences for encouraging disadvantaged learners to get self-employed around their lifestyle, hobbies, and talents;
- suggest using e-shops to learners of LSE for organising and promoting their businesses.

MODULE III “Marketing of Adult Education on LSE for Disadvantaged Learners“

The aim of Module III is to develop adult educators-practitioners’ competences to use different marketing strategies in order to motivate disadvantaged adult learners for active participation in lifelong learning and in training on LSE.

The objectives of Module III:

1. introduce the basics and peculiarities of adult education marketing;
2. review different marketing tools and communication channels as well as of their availability in training on LSE;
3. present the social and psychological aspects of working with disadvantaged groups and empowering them to be active in social and economical life.

The adult education marketing concept on Lifestyle entrepreneurship training in Module III is analyzed in relation to the social context. It means that marketing on LSE training is social marketing the aim of which is to influence social behaviors of people and encourage them to learn and act. The Module provides **general information** about the basics of adult education marketing, its peculiarities and specific, compare with traditional commercial marketing. Essentially, commercial marketing has to do with selling goods or services as well as financial profit while non-commercial marketing meets the needs of consumers purposefully and is more about providing information and motivating people to act after being exposed to that information. The Module also includes information about how non-commercial and social marketing integrating the practices of traditional marketing can implement the idea of LSE training and attract disadvantaged people to learn and start their business.

Module III presents important knowledge for effective adult education marketing:

- a) introduction of specific traits of adult education services (intangibility, inseparability, quality instability, perishability);
- b) the marketing principles: how to provide the LSE training; in what ways to reach adult learners; what conditions are necessary to offer training; what communication channels and tools are used to promote training on LSE;
- c) methodology how to prepare a marketing plan on training LSE.

Marketing includes strategic communications and promotions delivered in a mix of forms, such as advertising, public relations, and direct marketing, through multiple online and offline channels, to acquire customers, retain customers, encourage them to be active in social and learning life, in self-employment around their lifestyle, abilities and talents. The Module also presents different marketing tools and communication channels in partner countries: *networking with different institutions (libraries, job centers, schools, community centers, business organizations, labour market, local authorities, clinics, community centers); using “a word of mouth” and individual spread of information; presentation of success stories; social media channels: (e.g. Facebook), leaflets, events, websites, blogs, local radio and TV, newspapers and community magazines*. It also analyzes the advantages of each of them as well as appropriateness, depending on the level of disadvantaged consumers.

The specific part of the Module describes ways of applying a variety of communication channels and promotion tools considering the social and psychological characteristics of disadvantaged people who will be trained. Disadvantaged people are a sensitive part of the society, and consequently the content and availability of communication tools should be deliberate: forceful, emotional, attractive, maintaining good practices and success stories. Having taken into account the group's characteristics, their learning needs and expectations, the adult educator can prepare an effective marketing plan on training LSE and foresee the necessary means to motivate learners to engage in learning and join the labour market. The specifics of working with disadvantaged groups are analyzed and recommendations on how to overcome/resolve economic, social and geographical obstacles and effectively provide training on LSE are presented.

Module III provides exercises for adult educators to put knowledge and skills acquired in this Module in practice.

Learning outcomes

By the end of Module III the adult educator practitioner will be able to:

- describe the basic and specific principles of adult education marketing in particular working with disadvantaged learners;
- apply different adult education marketing strategies and communication channels by organizing training courses;
- analyze the social, psychological peculiarities of disadvantaged people and motivate them to learn and to get self-employed.

MODULE IV “Assessment Tools of Learners’ Skills and Competences in LSE“

The aim of Module IV is to develop adult educators’ competence to assess learners’ skills and competences.

The objectives of Module IV:

1. review most common assessment methods and tools used in non-formal adult education;
2. present the knowledge portfolio conception and structure for assessment of learners’ skills and competences;
3. introduce the self-assessment tool on-line for evaluation of disadvantaged learners’ skills and competencies on LSE.

The general part of this Module contains theoretical material about the strategies of assessment, their purpose, goals, the principles, methods and tools in non-formal adult education. The assessment is a process during which the data about the learning results and achieved competencies are collected and evaluated. The aims of the assessment are very different: to evaluate and improve the content, methods of training, to diagnose the achievement and progress of the adult learners, to motivate the learners for further learning, to improve their performance, etc. The Module presents the most often used assessment methods in non-formal adult education such as discussion, test, conversation with teacher (interview), case analysis, observation, assessment by other group members and reflection. Each method is briefly described as such: name of the method, size of learners’ group, learning environment (situation), purpose and object of assessment (skills, knowledge, competencies).

The Module introduces portfolio assessment’s conception, portfolio’s types, purposes, features and principles. The theoretical material describes the essential elements of the portfolio (cover letter, table of content, entries, reflection), stages in developing of portfolio, also advantages and disadvantages of using this tool. The Module emphasizes that adult learners expand their knowledge and understanding by preparing their portfolios, by learning to evaluate their own learning experience through guided reflective practices. Portfolio assessment provides an authentic way of demonstrating skills and accomplishments, so used in a thoughtful, carefully planned way, portfolio assessment can foster a positive outlook on learning and achievement.

The assessment as a part of teaching and learning process requires sensitivity and finesse, especially in the context of education of disadvantaged learners. By assessment of adult learners’

knowledge and skills it is very important to take into account various aspects of the specificity of learners' group (their personality, social background, etc.), teaching and learning goals, assessment's purposes and the role of adult learner in assessment process. **The specific part** of the Module presents a developed self-assessment tool for disadvantaged learners to evaluate their knowledge and skills on LSE. The questionnaire is based on the Module I "Basics of Lifestyle Entrepreneurship" and success stories. It consists of 12 multiple-choice questions with comprehensive answers. Based on this Module adult educator works as advisor/ facilitator/ counselor. Using the on-line assessment tool and other methods also raising awareness about the portfolio tool, the adult educator facilitates adult learners to evaluate themselves and motivates to develop their business idea/an individual action plan on the LSE.

In order to be a good adviser/facilitator/counsellor the AEP should be able to provide feedback on the learners learning and progress, thus it is important to develop adult educator's skills from this point of view. The Module presents practical exercises based on Module's material and on giving feedback.

Learning outcomes

By the end of Module IV the adult educator will be able to:

- assess the knowledge and skills of learners from disadvantaged background using different assessment methods and tools;
- apply a portfolio method for knowledge and skills assessment of learners;
- provide feedback to adult learners to promote learning and developing business idea.



MODULE V “Creating Awareness on Validation of the Acquired Competences“

The aim of Module V is to provide insights concerning the European context for implementation of validation and recognition of non-formal learning achievements, with a special emphasis on validation of the competences obtained by LSE’s learners.

The objectives of the Module V:

1. review the development of validation processes in EU countries.
2. analyze the methods, measures, procedures and benefits of validation of informal and non-formal learning.
3. create awareness on possibility to validate learners’ competences obtained within LSE training course.

The module contains **general information** on the development of validation processes in EU countries. Information presented in this module is mostly based on publications, guidelines, documents, briefings of European Centre for the Development of Vocational training (CEDEFOP). There are several reasons justifying the need for implementing the EU system for validation of non-formal and informal learning. Indicatively, some reasons relate to the improvement of the access to the formal education system, and the efficiency of it; the need of recognition of knowledge, competences and skills gained in working environments; widen opportunities for the disadvantaged or excluded people to enter the education system; recognition of the learning experience of ageing population and migrants; appreciation of technical and other skills gained through informal and non-formal means. Benefits of involvement of stakeholders into education systems are stressed.

The module presents the European policy and principles that have been developed. It reviews the common European tools for education and training, like Europass, European and National Qualification Frameworks, Credit transfer systems and Quality Assurance. It also describes how to use them to make it easier for citizens to pursue learning throughout their lives and to have their skills and knowledge recognised across Europe. These tools and principles constitute an integrated framework, the impact of which depends on their consistency and the nature of their interactions. Implementation of these tools help to document and validate learner’s knowledge, skills and competences, and thus increase the potential of human resource management, create possibilities to develop personal and professional capabilities of individuals in various activity areas (work, leisure time, etc.).

Further, the process of evaluating competences inside an accrediting body (organisation) is present in this module. Several consistent integral stages, such as informing, consulting, evaluating and decision-making are included in order to present knowledge, skills and competences in a transparent way.

Methods of assessing competences including knowledge portfolio, self-assessment observation, questionnaires, reflection in and on practice, are described. The validation process is based on the assessment of the skills and competences, thus, the tools and methods are similar. However, assessment itself is usually oriented towards checking the level of understanding of the training course and its content. Validation is the following step and aims to recognize the skills and competences, which could be obtained within few training courses, or through informal learning and life experiences.

A special part in the Module is dedicated to show the importance of validation of competences obtained by disadvantaged learners within LSE training. It is stressed that adult educators have to convince their LSE's learners to validate competences as it will create a basis to promote equality and access to their further participation in lifelong learning, as well as in labour market. The usage of methodology of experiential learning to convince LSE's learners to validate their competences is presented. The knowledge portfolio as a tool for organising the validation process is stressed.

The practical exercises based on the experiential learning methodology, which adult educators could use with their LSE's learners during face-to-face training sessions, are introduced. By using the exercises, the adult educator acts as a facilitators to promote the LSE's learners to validate competences, obtained within LSE training course. The learner is provided with the possibility to select one or several specific LS businesses he/she is skillful and interested in (for example, being headdress, cooker, gardener, etc.) using a Life-Style business inventory. The learner practices ways of exploring and finding his/her personal competences, obtained throughout his/her life (developed in an informal way). The facilitators help learners find ways for starting validation of their personal and LSE competences using knowledge portfolios and planning a career in the selected LSE field, by combining lifelong learning and (in necessary) learning from a formal institution.

Learning outcomes

By the end of Module V the adult educator practitioner will be able to:

- understand the context and benefits for validation and recognition of non-formal and informal learning;

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