



Gesundheit  
Berlin-Brandenburg e. V.  
Arbeitsgemeinschaft  
für Gesundheitsförderung



## **CURRICULUM für Bildungslotsinnen und Bildungslotsen**

### **Learning Community – Immigrants as Educational Facilitators pave the way for Immigrants to Access Lifelong Learning**

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This document is the revised version of the curriculum of the training of multipliers in Berlin, conducted in the spring of 2011 in the context of 'Learning Communities' by Gesundheit Berlin Brandenburg. Lifelong Learning during the later stages of life is one of the main emphases of the curriculum. The curriculum can be applied to other target or age groups with some minor changes.

#### **Aim of the training**

- Offering a modularly structured curriculum (base and elective modules)
- Competence build up regarding Lifelong Learning with the help of (semi)professional multipliers and low-threshold, local volunteering structures
- Development of a common vision of Lifelong Learning in the later stages of life
- Exchange about successful, cross-departmental cooperation
- Reflect upon one's own work, embrace and reflect upon own competences and broaden those in terms of how access barriers can be minimized and how access for target groups can be improved in certain neighborhoods

#### **Guiding questions**

- What are the target groups?
- What are the target groups' needs and which offers are of importance in their current phase of life?
- How can target groups be strengthened in their competences in order to make use of Lifelong Learning opportunities?
- How do local support mechanisms need to be structured in order to provide demand-actuated offers?
- How can multipliers offer assistance with already existing resources?
- How can cooperation between different stakeholders be strengthened?

#### **Content of the training**

- Term clarification: Lifelong Learning, advanced (vocational) training and adult education
- Discussion of expectations and exchange of experiences about offers, focusing on the local background of the participants
- Correlation of conditions of life and (unequal) education and health opportunities

- Relevance of strengthening individual health competences / influence of physical and mental exercise on health and social participation
- Role/ tasks of multipliers and volunteers
- Barriers and ways to improve access to education offers, concerning the target groups the participants wish to reach
- Handout containing addresses: Institutions and contact persons in the field of education and health

### **Duration of the training**

- 4 to 5 modules in addition to a final event (feedback, prospects, presenting the certificate of attendance)
- 3 hours per module including breaks

### **Target group**

- Multipliers or recently recruited volunteers, who are already integrated in local structures and who are:
  - Communicative, interested, professionally mobile
  - Interested in volunteer work and
  - Equipped with sufficient knowledge of the German language and basic Internet skills

### **Learning venues**

- Institutions and local structures in which participants are already or will be integrated, which are able to provide IT equipment (e.g. beamer and computers with internet access) and space for motion activities and role plays
- Educational institutions, which provide a frame to directly exchange experiences and discuss possibilities to remove access barriers (excursions)

### **Training Conditions**

- 8 to 15 participants
- Regular training attendance (at least 80%)
- The possibility to allow the participants to bring along children and provide childcare has to be discussed with event-coordinator and the event-venue

### **Method**

- Lectures, presentations, power point presentations and guest lectures
- Group discussions / exchange of experiences/ self-reflection
- Role plays
- Fieldtrips (excursions to education facilities)
- Feedback after each module
- Getting to know and trying easy and everyday motion exercises

## Content of training curriculum

<b>base modules</b>	<p><b>Module 1</b> <b>Introduction to Lifelong Learning</b></p> <ul style="list-style-type: none"><li>• Relevance and term clarification: Lifelong Learning, advanced (vocational) training and adult education (formal, non-formal, informal reasoning/ thinking)</li><li>• Demographic development in Berlin, Germany, Europe</li><li>• Importance of learning in the later stages of life</li><li>• Group discussions/- reflection about aims, tasks and prospects of multipliers and about competence enhancement as education ambassadors</li><li>• Feedback regarding the module/day</li></ul> <p><b>Module 2</b> <b>Ways of participation</b></p> <ul style="list-style-type: none"><li>• Importance of social networks regarding education and health</li><li>• Social discrimination and social isolation</li><li>• Exchange of experiences concerning ways to approach people who are difficult to reach and discuss possible barriers and boundaries</li><li>• Reflecting upon new challenges experienced by the participants: “How did I experience and handle the situation?”</li><li>• Exchange of experience with generation-spanning work</li><li>• Definition of health and influence of physical and mental training on strengthening of health competences and societal participation</li><li>• Discussion: What can older people contribute to education?</li><li>• Feedback regarding the module/day</li></ul> <p><b>Module 3</b> <b>Education opportunities in Berlin</b></p> <ul style="list-style-type: none"><li>• Structure of the German educational system</li><li>• Offers and utilization of adult education in Berlin</li><li>• Reasons for (non-) utilization of formal and non-formal offers</li><li>• Assistance (passes, information centers, multipliers and reductions)</li><li>• Group work regarding local education and health offers (possibly complementing the handout with contacts)</li><li>• Feedback regarding the module/ day</li></ul>
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	<p><b>Module 4</b></p> <p><b>Excursion to education and health facilities</b></p> <ul style="list-style-type: none"> <li>• Number and places may vary according to the needs of the group, and will be mutually selected at the beginning of the training.</li> <li>• The aim is to become acquainted with local formal and non formal education facilities, to establish and expand networks and to minimize access barriers</li> </ul>
<b>Electives</b>	<p>The content will be commonly decided upon at the beginning, varying according to target group, interests and time-wise resources of the participants, e.g.:</p> <ul style="list-style-type: none"> <li>• The natural ageing process and characteristic medical conditions of the old age, contacts, support mechanisms</li> <li>• Presentation- and communication skills</li> <li>• Introduction to Internet research</li> </ul>
<b>Final event</b>	<ul style="list-style-type: none"> <li>• Feedback</li> <li>• Discussion about possibilities to uphold ongoing exchange between participants, lecturers and visited institutions</li> <li>• Presenting the certificates of attendance</li> </ul>

### Financial aspects

Within the “Learning Community” project it was possible to offer this training free of costs for the participants.

Costs may arise for further rounds, including fees and allowances of lecturers and program coordinators rent, drinks, material and travel costs. Possible ways of funding are described in the utilization concept, which was issued within the context of “Learning Communities.

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