

# WP2 Modular Curriculum AcrossGEN



# ACROSS GENERATIONS CURRICULUM

Conclusions from national data analysis

BY

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**1. INTRODUCTION**

The evolving composition of the workforce presents new challenges, such as an aging workforce, retirements leading to knowledge loss, succession planning, skill shortages, digitalization, and diverse generational needs. It is crucial to ensure equal access to work and education for all individuals while respecting their unique personalities. To enhance employment opportunities for older adults, European countries must provide support to enable them to have longer, fulfilling careers despite health limitations and skill obsolescence.

The "Across-GEN" project aims to create an innovative, non-academic basic education program that spans generations. This program aims to help participants understand the specific educational needs, values, and attitudes of different generations, promote team diversity, prevent burnout, and effectively collaborate with high-potential workers. In essence, the project aims to establish a standardized basic training system that can be utilized by employers, employees, HR experts, and trainers as a transversal skill across Europe.

The development of the Across GENERation curriculum is a part of Work Package 2 (WP2) and has been based on a benchmarking report, through which the consortium gathered national information from Czech Republic, Belgium, Italy and Spain. After that, they customized the AcrossGEN curriculum to meet the specific needs of each target group. This curriculum includes 10 units with 2 subtopics per unit, specific learning objectives, a range of suitable methods, the validation process and a certification process.

## 2. KEY TOPICS AND SUBTOPICS

**1****Introduction (FYG)**

- 1.1. Preliminary analysis of intergenerational teams and skills needed.
- 1.2. Values and attitudes of the generations

**6****Language proficiency (EduVita)**

- 6.1. Formal/informal language
- 6.2. Technicisms in workplace

**2****Soft Skills (EuroProfits)**

- 2.1. Problem-solving
- 2.2. Decision-making

**7****Collaboration and teamwork skills (EuroProfits)**

- 7.1. Team collaboration
- 7.2. Teambuilding

**3****Emotional Intelligence (EduVita)**

- 3.1. Self-awareness
- 3.2. Empathy and assertiveness

**8****Work-life balance (EuroProfits)**

- 8.1. Family & Career
- 8.2. Health/well being & career

**4****Respect and patience (EVTA)**

- 4.1. Respect
- 4.2. Patience

**9****Flexibility and adaptability (FYG)**

- 9.1. Flexibility
- 9.2. Adaptability

**5****Digital Literacy and IT skills (EVTA)**

- 5.1. IT skills required
- 5.2. IT language

**10****Openness and innovation (EVTA)**

- 10.1. Openness
- 10.2. Innovation

### 3. LEARNING AND FINE OBJECTIVES

- 1**

  1. Provide an overview of intergenerational teams and essential skills.
  2. Explore intergenerational teams and necessary skills.
  3. Examine generational values and attitudes within the workplace.
- 2**

  1. cope with communication misunderstandings at workplace
  2. motivate the colleagues and employees to find a common solutions
  3. try different possible negotiations in case of conflict
  4. try to lead a constructive dialog without strong emotions
- 3**

  1. be able to recognise one's own mental and physical state
  2. Identify one's own characteristics, strengths and weaknesses
  3. Be able to communicate their own ideas and opinions in a direct and respectful way.
  3. Be able to communicate their own ideas and opinions in a direct and respectful way.
  4. Understand and be aware of the feelings of the other.
- 4**

  1. Have regard and consideration of other person's views, experience, and rights.
  2. Consider another person's point of view, even when they have a different background
  3. Have the capacity to tolerate drawbacks and overcome challenges without becoming nervous or tense.
- 5**

  1. Explore existing key digital tools and technologies useful for work.
  2. Try and select digital tools for more effective communication and collaboration in a multigenerational workplace.
  3. Apply digital skills for diverse real work situations
- 6**

  1. Identify vary language habits and communication preferences of different generations in the workplace.
  2. Apply formal and informal communication styles in the workplace.
  3. Use inclusive language considering the preferences and needs of different generations.
- 7**

  1. know the team roles
  2. motivate and support the team and tam members
  3. realize the varios team activities supporting the team atmospere
  4. support the team diversity
- 8**

  1. work with time management at work and common life
  2. know flexible working arrangements
  3. know barriers of work-life balance
  4. be aware of principles of safe work environment
  5. know the base of stress management
- 9**

  1. Explore the significance of flexibility and adaptability in intergenerational teams.
  2. Define flexibility in intergenerational teams and highlight its importance.
  3. Examine how to adapt to diverse generational perspectives within teams.
  4. Provide practical strategies for enhancing flexibility and adaptability in multigenerational teamwork.
- 10**

  1. Exercise the ability to be open for different ideas from other people
  2. Consider creative and collaborative approaches or daily challenges
  3. Introduce innovative ideas to improve services and processes in the workplace
  4. Search for constant brainstorming and feedback from people with different ages and expeeriences.

#### 4. RANGE OF THE STUDY

It will be estimated later.

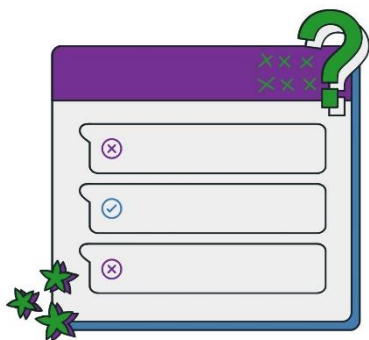
#### 5. PROPOSED DIDACTIC METHODS

Massive Open Online Courses (MOOCs) represent a viable choice for the course, aiming to provide accessible and inclusive learning opportunities to individuals worldwide. This aligns with our objective. In the A-GEN MOOC, learners can expect a diverse array of learning materials, including pre-recorded video lessons, interactive resources, discussion forums, and self-assessment tools. The course will be delivered through a user-friendly online platform, granting learners the flexibility to access content according to their preferences and schedules, facilitating adaptable learning experiences.

The fundamental principle of MOOCs is to offer education on a large scale, accommodating a substantial number of participants simultaneously. This approach effectively overcomes geographical and temporal barriers, enabling learners from various backgrounds to engage with the course material.

In summary, by providing an extensive range of resources and fostering a global community of Generation A learners, MOOCs have emerged as a powerful instrument for enhancing the knowledge and skills of Generation A on a global level.

#### 6. PROPOSAL OF VALIDATION OF THE OBTAINED SKILLS



A total of 10 self-assessment tools will be available. Each partner will be required to create one tool for each lesson, which will be a brief quiz. The quiz content should be directly linked to assess the user's lesson comprehension. Each quiz will consist of three short questions, each having four answer options and just one correct.

#### 7. CERTIFICATION OF THE USERS

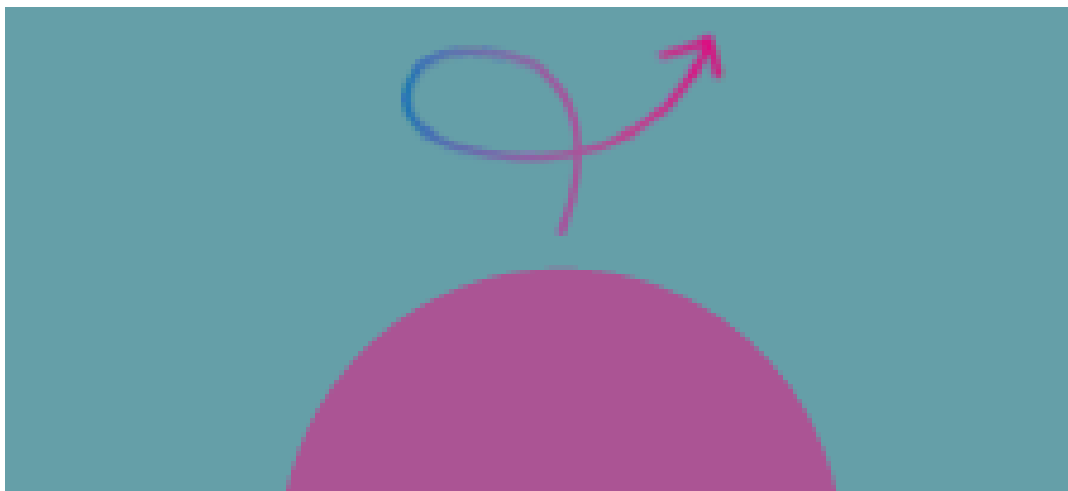
Users will receive a certificate for each successfully completed lesson. These certificates acknowledge the users' efforts and achievements in their learning journey. By completing each lesson and the established self-assessment, users will have the



opportunity to obtain a certificate that validates their mastery of the content and their dedication to the course. These certificates can prove their accomplishments and acquired skills, giving them an advantage in their professional or educational development.



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