

# fOCUS europe

September, 2012

Spotlighting European developments and projects

SPECIAL EDITION  
LEARNING IN  
LATER LIFE



## Age on Stage

- The project
- The conference
- Findings and outcomes
- Good practice examples concerning active ageing and learning in later life





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## focus europe

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### Age on Stage: Later Learning in Adult Education and its Role in Europe's Development – Challenges, Concepts, Benefits, Outlook

The European Commission has declared 2012 as the European Year of Active Ageing and Intergenerational Solidarity. During this thematic year the role of senior and elderly citizens in society will be emphasised. The E.N.T.E.R. network, in co-operation with the Regional Government of Styria (Austria) – Department 1E for Europe and Foreign Affairs, as well as the Europe Direct Network Styria (Austria), is implementing the Grundtvig Accompanying Measures Project "Age on Stage: Later Learning in Adult Education and its Role in Europe's Development – Challenges, Concepts, Benefits, Outlook (StAGE)" from 1 October 2011 to 30 September 2012.

### Objectives: Raising general awareness towards the issue of learning in later life in Europe

- Informing senior learners about developed concepts, opportunities, benefits and offers of learning in later life
- Promotion of European policy development and funding opportunities in connection with learning in later life
- Providing platforms for target groups and stakeholders for discussion, exchange and development of the topic of learning in later life in Europe.

### Activities/Outcomes: The Age on Stage project will develop and implement a number of activities and outcomes during its lifetime.

- Collection of best practice projects/ outcomes
- European magazine "Focus Europe"
- European Conference Age on Stage (June 2012, Graz AT)
- Thematic workshops during the European Conference
- Project fair during the European Conference
- Video clip

[www.age-on-stage.eu](http://www.age-on-stage.eu)

## Focus Europe

A spotlight for ideas and innovation



Dear readers!

From 1983 the European Union has announced every year with a special focus to give particular emphasis to one overarching topic or target group. In 1983 it began with the European Year of SMEs and the Craft Industry and in 2012 the European Union particularly emphasised the value of older people as well as intergenerational dialogue with announcing the European Year of Active Aging and Intergenerational Solidarity. During this year the target group of older people in our society should get a special focus together with all potentials and challenges around the demographic change in Europe and intergenerational solidarity as being a cornerstone of a modern society.

The European Year 2012 has three main priorities which are 1) raising awareness, 2) encouragement of policy makers to facilitate active ageing and 3) spreading of good practice. The third priority stands behind all the activities E.N.T.E.R. – European Network for Transfer and Exploitation of EU Project Results does within the Age on Stage project together with its local co-operation partner the Europe Direct Network Styria and the Department for European Affairs of the Federal Government of Styria.

Within the Age on Stage project, a number of good practice initiatives and projects have been identified and put on „stage“ during a two days conference in June 2012 in Graz/Austria. This special edition of the Focus Europe magazine is dedicated to the European Year of Active Ageing 2012 and the good practice projects identified in the Age on Stage project. In the following pages you can find out about what Europe has as answers to the challenges of active ageing and intergenerational solidarity. The projects presented in this special edition can be classified as good practices in terms of relevance for the target group, innovation, and involvement of the target group in the project activities, quality of the outputs achieved, sustainability and exploitation of results in a longer perspective.

I would like to kindly invite you to have a closer look at all the approaches, projects and articles presented in the following pages. All projects and co-ordinators would be happy to provide more information about their outputs and project approaches on request. Moreover I would also like to invite you to inform yourself about the Age on Stage project and especially about the conference implemented in June 2012 in Graz on the project website [www.age-on-stage.eu](http://www.age-on-stage.eu)

If you are interested in receiving more and regular information about innovative European co-operation projects and their outputs and you are not yet a member of Europe's largest network for dissemination and exploitation of project results, register your free membership on

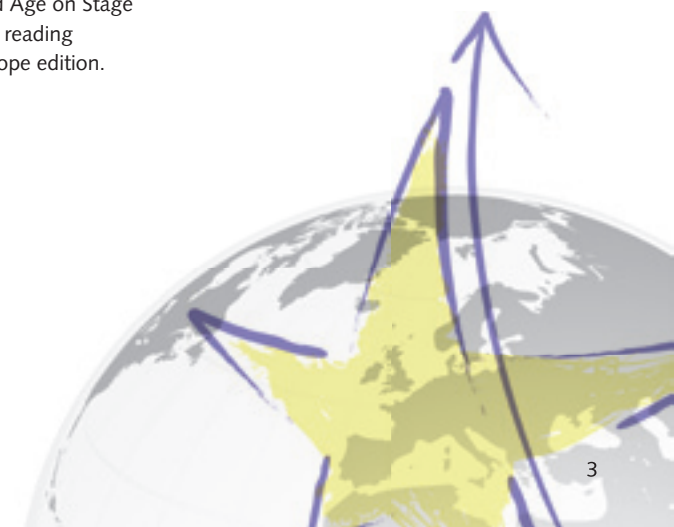
[www.enter-network.eu](http://www.enter-network.eu)

On behalf of the whole E.N.T.E.R. and Age on Stage project team I wish you an interesting reading experience with this special Focus Europe edition.

**Georg Müllner – Head of Board**

Enter Europe's network for sharing project results and products.

[www.enter-network.eu](http://www.enter-network.eu)



# Learning in later life

## Challenges and benefits: an interview with Michael Schwaiger und Georg Müllner

Jutta Kußtatscher, Journalist, AT/IT

Active ageing and exchange between the generations are the focus of the European conference "Age on Stage" being held at the Austria Trend Hotel Europa in Graz.

Within the context of the European educational concept of lifelong learning particular emphasis is placed on education in later life, as well as on new methods for teaching older people - and the overriding sense of what roles and resources older people represent and can represent in the development of European society.

The conference organisers, education promoters Dr. Georg Müllner and Dr. Michael Schwaiger, were interviewed about the "Age on Stage" conference.

selected these 30 projects and invited their representatives to Graz. Behind each project there is a great deal of commitment: organisations leading the projects searched for partners in other EU member countries and these groups have taken their initiatives forward over the course of two to four years. We are now bringing these 30 groups together, so that dialogue can continue amongst each project group and also between the different project groups.

*What are the contents of these projects?*

**Michael Schwaiger:**

At the heart of the selected projects lie always questions centred on ageing. Each initiative throws up a different view of a target group, of its wants and of its needs. Common amongst all of these initiatives is that they originated from a need, which older people in Europe - or more precisely in the regions of the project partners - actually have.

*Who are these target groups?*

**Georg Müllner:**

The short answer could simply be: senior citizens. But this answer does not do justice to reality. There are experts who speak about the 50+ group, and others who refer to the 60+ and 70+ groups etc. However these misunderstandings need to be avoided: someone who has spent 35 years



2012 has been declared as the European year for active ageing, calling also for greater solidarity between generations. There are many other events taking place in addition to yours. What makes the "Age on Stage" conference special?

**Georg Müllner:**

At this conference theory and practice will be interlinked. Specialists will present new forms of expertise and in addition 30 projects will highlight the outcomes of their work. It is concerned with the best "products", which currently exist at the European level and which can be actually implemented. They all contain different ways of achieving the aim of active ageing, demonstrating new roles and opportunities for older generations in our society and developing perspectives for and with older people.

*How did these projects come into being?*

**Michael Schwaiger:**

The European Commission has for many years placed old age and older people as a target group in the heart of different EU programmes, around the areas of education, work, culture etc. In addition it has declared ageing as the theme of the year for 2012. As a result an unbelievably large number of projects have developed, which are being implemented by organisations with international partners from other EU member countries. We have

doing heavy physical work feels potentially older at 50 than someone who studied until the age of 35 years old. But also this rule cannot be applied consistently. For us other groupings can be highlighted. There are people, who are still working, but for whom different needs are applicable within their workplace surroundings, than is the case for their younger colleagues. Then, on the other hand, there are people, who after retiring receive new momentum to undertake further education, to learn and to do new things. In addition, there are other older people who say: I have worked and learned enough. Leave me in peace. I don't want to attend any more courses or learn anything else.

*Senior citizens are therefore not a homogeneous layer in our society?*

**Michael Schwaiger:**

That's right, they are not. With ageing there are nevertheless issues which are relevant to all. For instance the question of whether I can remain healthy and fit focuses more on prevention, healthy eating, and a healthy and suitable place of work. Common amongst older people is that they have been able to gather more life experiences than younger people. If we want to integrate this experience into our society as a resource - and we would be unwise not to - then we first of all need to look at how do these resource bearers remain healthy?

We should also in addition ask ourselves how we can integrate these resources. What do older people want, what are they prepared to do and

how do we ensure that they are willing to play their part? And what do they need?

*At whom is the congress targeted, who is invited?*

**Georg Müllner:**

Those implementing the 30 projects and their partners will be present. Experts will attend. Representatives have been invited from the ever increasing community of people who identify with the topic of ageing across Europe. All interested senior citizens and anyone who wishes to find out more concerning innovative topics and approaches related to this field are invited.

*Can young people also attend? And why should they come?*

**Michael Schwaiger:**

All generations are invited. Those who are involved with didactical topics and training methods will find it particularly interesting. As a focal point of this conference is the question of methods and didactic approaches that can be used for older people's knowledge to be passed on and for exchanging knowledge between generations. How does this tandem look on which young and older people can climb on together? How can it look?



*Education is related to age?*

**Georg Müllner:**

Not all see it that way and it should not be a condition. Because at the heart of it the question is the other way round: what do older people want? If we say age and education are inevitable necessities then do we discriminate against all older people? Assumed are their dignity and their self-determination. Young people would not allow these be taken away from them just as it would be with older people.

**Michael Schwaiger:**

It must be added that some situations do also require learning in later life. There are some work-related situations in which it is necessary for older employees to learn something new. Likewise some life situations do demand learning, perhaps in relation to health or because a person's pension is not sufficient. And there are also simply those older people who happily learn in order to discover something new.

*What about the learning methods and didactical resources: Do older people learn in the same way as children?*

**Michael Schwaiger:** In the broad range of topics related to ageing there is no gap as large as the one concerning senior citizen education and didactics. It is not sufficient to build more regular breaks into courses for senior citizens or to present materials using larger font sizes. Older people bring a great

deal of knowledge with them, have collected much experience, have high skill levels and some seek new knowledge. Our society is not prepared with the suitable means for reaching out to older people. Therefore in terms of research there is a great deal to do and much ground to be made up.

**Georg Müllner:** Often the joy gained from further education is really stifled. It is not unusual for older course participants to get the feeling that they are not being taken seriously. Unsatisfied they stop attending a course and the organisers can get the impression that the senior citizens did not want to learn in the first place. What is missing however are the answers to questions such as are: how can individual life experience and the skills of course participants be integrated into the transfer of new knowledge? It is certain that the teaching of children and young people and its corresponding didactics do not provide satisfactory answers to this question. One conference workshop is concerned with new age-appropriate didactical methods and means.

*Another aspect has already been mentioned: the tandem for young and old. What approaches are there then?*

**Michael Schwaiger:**

Actually one needs to look back at the old family models: How did young and old interact and complement each other? Some of the projects at the conference tackle new aspects and will deliver their initial suggestions.

Indeed intergenerational dialogue is lacking in effective new concepts for the working environment as well as for shaping recreational activities. As a society there is still a great deal to be done.

**Georg Müllner:**

In addition there is the complication that the relationships between generations are put to the test, especially during times of crisis. The intergenerational contract will remain fraught as long as younger people pay for the pensions of older people without comprehending that one day they will also draw a pension. This is a social and also a political challenge for the dialogue between generations. It is then all the more relevant to recognise and integrate untapped and available resources, and to establish the mechanisms so that this integration can occur.

*In addition to a number of presentations three conference workshops are planned. What can be expected from them?*

**Georg Müllner:**

One will delve into topics related to older people who work. In the second workshop general educational aspects concerning older people will be the focus. The third Workshop will focus around new senior citizen friendly learning methods and resources. In each workshop current projects and products will be presented. The participants can explore these further by testing and discussing. On the second day there is the open space...



**Michael Schwaiger:**

... with which we offer time and space to meet with and discuss the various projects. Project promoters will throw questions about their particular topic area into the discussion. The participants can wander from table to table, asking, criticising, encouraging and providing their input. Parallel to this session an exhibition will run during the entire duration the conference, in which all of the 30 projects will be showcased. Thus one can select specific approaches, get to know them or even try them out.

*Styria as hub to substantiate active ageing?*

**Georg Müllner:**

The state of Styria already has a long tradition, over many years, of implementing projects related to lifelong learning. Graz has a very active international department, which over the last 15 years has inspired and implemented many new approaches in further education.

**Michael Schwaiger:**

Furthermore the federal state ranks alongside the regions of Europe that have implemented the most EU projects, when comparing the number of projects in relation to the size of the population with other regions. Also there are already numerous commitments in Styria concerning active ageing. Therefore the conference is thematically and geographically well bedded.

*Who are you as organisers of this conference "Age on Stage"?*

**Georg Müllner:**

Michael and I are founders of the European network E.N.T.E.R., within which European-wide currently 500 project implementing organisations are active. The original idea behind it was simple: The European Commission stimulates projects in the member countries, which are also well supported. Each year it provides new topics of focus and many new projects are continually being started. These projects are always carried out by partners in different EU regions. However most of the time the project partners are not really aware of who is also working with the same or similar topics. E.N.T.E.R is the platform through which these active organisations can meet. The conference provides an opportunity to meet, to exchange and to expand this network.

*How did you arrive at the idea of creating such a network?*

**Michael Schwaiger:**

We both come from adult education and have shifted our focus towards project management. We advise applicants, implement projects ourselves, and keep in close contact with Brussels, in order to be able to coordinate and also to shape mutual expectations. Thus Brussels remains close to the needs that are brought to us by willing project agencies from across the regions of Europe. Therefore we took the need for a network into account and through the establishment of E.N.T.E.R. the project agencies are now networked together. Every year we set up an activity for each current EU topic of the year. Many in the E.N.T.E.R. network are concentrating at present on the topic of ageing. There is however a broad spectrum of other topics related to education, the social sphere and to European citizenship initiatives. It is an age-old European idea to network member countries and regions together. We are making this happen. A great endorsement for the 30 projects focussing on education in later life selected as part of "Stage" which participated at the "Age on Stage" conference in Graz.

The project lead organisations have been invited to Brussels to visit the European Parliament. The role that older people actually do play and could play in our society is a question that countless projects across Europe have sought to answer to and in many cases have found answers to. The skills and experience that older people possess can be integrated as resources in both private and professional contexts to a much greater extent than has been the case to date. 30 outstanding projects were selected by the organiser E.N.T.E.R. and invited to be presented at the "Age on Stage" conference in Graz.

For two whole days 120 specialists from 17 European countries focussed on the innovative approaches and had discussions with experts. For the conference "Age on Stage" the following can be said: The European-wide led discussions on active ageing and exchange between generations were consolidated in Graz and got to the heart of the issues. Several core thoughts and key results can be summarised.



## A virtual market of mature entrepreneurs

### E-commerce in form of a social shopping marketplace

Mümeýra Baykan, EBG, DE

While a new company usually means investment, risk and high efforts, a virtual shop is a low cost, no risk alternative, where the entrepreneurs can offer their products and services as often as they are capable and willing.

E-commerce is one of the fastest growing markets in Europe. Social shopping is just getting started; recommendations from friends or families the single most important factor in the choice of website to buy from.

As a social shopping marketplace, Bazaar aims to bring sellers and buyers together and creates a forum for them to display and sell their wares/ services to buyers. For this, a virtual bazaar was set up, to help "new entrepreneurs" to face the challenges together and not alone- that arise in building a new business.

Bazaar also aims to achieve a shift in attitudes to working at an older age on the part of society, social partners, GO's, NGO's and older people themselves and to raise awareness and open mindedness for the new approach for (self) employment.




Since people live longer and healthier, even after retirement, they need platforms to remain connected to the society, perform some useful activity and generate incidentally some income. Career and work in our society attaches great importance: it allows a degree of prosperity, but also the self-esteem is identified above.

A particularly high level of satisfaction is usually if the work is also assessed as useful to society. People in good health will have to work longer, but not necessarily full-time. Extending people's working life needs flexible and shorter working hours, longer periods of leave, reductions of work responsibilities.

BAZAAR strengthens the initiative and entrepreneurial activity for mature people and encourages them to exploit their already existing skills and experience they acquired during their life. A course with modules for entrepreneurship and e-marketing is developed and tested to advice and coach mature people to start second and third careers. In Bazaar course they learn how to build an e-business-facility and offer their products and services online at the Internet and generate income.


## Lifelong Learning Telenovela

### Spanish telenovela instead of language and ITC courses

Mihaela Orozel, University of Velenje, SI

One thing they had in common was watching Spanish soap operas on TV. Since in Slovenia foreign TV shows are not dubbed, they came in contact with Spanish language on daily basis. So we used the opportunity and asked them to join us and film their own spanish telenovela. The results were great, many more joined the project as initially planned and most of them took another educational course after the project was finished. The project during which participants from various European countries (Spain, Germany, France, Great Britain, Poland, Latvia and Slovenia) learned basic communication in two foreign languages (English and Spanish) also had an important impact and their communication skills. They learned how to write emails, use weblogs and chat with other participants. They travelled to foreign countries, which had a positive effect on their social skills. For that reason we believe using EU projects for developing innovative learning approaches is of great importance, not only for teachers and trainers but most of all for participants.

"The idea itself, filming a Spanish telenovela (soap opera) in Spain is an innovation. The innovative approach used in the project enabled us to learn Spanish language, use ICT, write a script, communicate with the participants using email and weblog and to film a lifelong telenovela in Spanish language." One of the project's participants stated that engaging retired women in educational process is not always easy. Most of them feel that their "learning days" are over and to start something new like learning a new language is in a sense a waste of time. So instead of proposing a language or ICT course to them we decided to do something different: we found out what interests them and thought about how to use that interest to engage them in a learning process.





## Connect in Laterlife

### A gateway to social networking for older people

Jennifer Land, Meath Partnership, IE

Connect in Laterlife is brought to you by a consortium of six partners representing Ireland, Poland, Germany, Finland, Italy and Portugal with funding from the European Commission under the Lifelong Learning Programme 2007 - 2013. With collective expertise in the areas of vocational education and training, direct engagement with older people, advocacy and advice, technology and community development each partner established local working groups to ensure that the views, needs and support requirements of older people were at the heart of the project's development process. A survey of 653 older people was conducted in 2010 to inform the work of the consortium, ensuring content and accessibility preferences are achieved.

Connect in Laterlife developed the first dedicated social networking for older people across Europe based on their interests, needs, skills and preferences. Social Networking curricula and induction programmes produced on CDROM with accompanying handbooks and resource packs were developed for our three primary target groups namely relatives and people working with older persons; agencies providing services to older persons; and older persons themselves. These curricula were cognisant of the learning capacity of older persons and concentrated on imparting necessary ICT skills for engagement in the Information Society.

Design for e-accessibility was a significant priority for the project consortium and we set out to ensure that web architecture created complied with the WCAG 2.0 guidelines. Key service providers in health care, local government, education were trained in the use of the website also and supported and encouraged to upload relevant content and engage with the target group through the web platform. A wide range of content relevant to the target group is available and includes; information and services; entertainment; online leisure activities; online shopping; clubs and forums for interaction. An innovative foreign language learning tool for older persons has been piloted and tested to facilitate virtual mobility, intercultural exchange and transnational engagement. The website has been developed in 6 European languages of English, Polish, Portuguese, Italian, German and Finnish. All resource materials and induction programmes are available for download and use for free, once you register on the site [www.connectinlaterlife.eu](http://www.connectinlaterlife.eu).



## G&G

### Digital literacy initiative with elderly people learning from youngsters

Gilberto Collinassi, Enaip Friuli Venezia Giulia, IT

The actual elderly generations have been not exposed to new technologies at school nor in their working years. Now they found themselves in a condition of "digital illiteracy", restraining them from a full access to the new services allowed by the digital technology. The majority of the elderly usually consider computers and technology with fear, thinking of them as complicated and difficult to use; besides, the traditional training setting used for ICT teaching is not suitable for them. The elderly needs a friendly, simple, non competitive, free of charge approach, aimed at giving the right tools useful for improving the everyday life, first of all for their social inclusion and active citizenship. Experimented for the first time in Milan in 1998 by AIM the initiative was transferred by ENAIP FVG first in other seven Italian cities and then in Europe with 4 different EU projects. On the whole 19 European countries are involved in the project. The [www.geengee.eu](http://www.geengee.eu) website and the didactical support resources developed are available in 19 different languages.

The project has been rewarded with the Lifelong Learning 2010 Award as best project for "ICT for social inclusion" in May 2010. The original aspect of the initiative is that the usual learning model has been reversed: the teachers of the elderly are young volunteer students, "the grandchildren", assisting in a one to one basis the "grandparents" in learning the very basic of Internet browsing and email messaging, in a friendly environment. Each grandparent assisted by a grandchild works on a computer independently; a tutor oversees the activities in the classroom. The topics discussed are extremely simple and develop only the basis on how to access and browse the Internet and how to use e-mail. Depending on the situation these topics can refer to on-line services available where the initiative takes place, which are very important for active citizenship.



The G&G initiative demonstrated the following characteristics:

- encourage and stimulate intergenerational dialogue and comparison;
- support linguistic diversity and local cultural issues;
- strong sustainability: very low cost due to the activity of volunteers grandchildren, free of charge school laboratories and training resources;
- very high visibility on media in the whole area where it takes place;
- create a considerable link between training institutions and territory.

G&G is a trial to merge: enthusiasm with experience, movement with rest, dreams with destiny, youth with wisdom, innovation with aging, having future and past helping each other to use technology to foster citizenship, personal growth and mutual understanding. In other words, to transform information into knowledge into wisdom for a better life in modern times.



## EBID

### Erwachsenenbildung und Interkulturelle Diversität

Nives Petek, Doba EPIS, SI

Europe is diversity. Get-togethers and collaboration of people from different European countries bring Europe closer together. The close cooperation of educational institutions, the exchange of experiences in intercultural and cross-border work and the attempt to search for new paths are important contributions to the process of European unification and integration. Intercultural diversity does not enrich only Europe in general but especially and above all the people of Europe. Our partnership comprised six European institutions from Belgium, Germany, France, Austria and Slovenia.

All institutions have a lot of experience with intercultural and cross-border educational work and are thus greatly interculturally competent. The aim of the project was to deal with intercultural diversity in adult education, which was the golden thread of the entire project. Each institution implemented a related thematic field and offered it in the form of workshops for their colleagues employed in education. We enabled over 100 participants to attend these workshops.

#### Maribor/Slovenia: Language Diversity along the Border?

The workshop began with a roundtable. The following topics were used as the starting point for the roundtable: trends in early foreign language learning, on secondary school and grammar school level, on university level and in private schools; the foreign language policy in the Slovenian school system; Slovenia's cooperation with partners from German speaking countries; good practice examples from abroad (Austria, Germany, Belgium). Ten speakers participated at the roundtable.

#### Eupen/Belgium: Ecology Connecting Cultures – Practical Ideas – Inventive Practices

The workshop first presented the project of introducing youth to different jobs. We then visited the next department of the same project, i.e. the biological garden, agriculture and gardening. We also visited the Peters project farm located in the south of the German speaking community in Belgium. This project offers disabled people work in the garden and in making sandwiches.

#### Leibnitz/Austria: Living with Diversity – Here and Now!

The workshop began with an introduction to the notions and concepts

(diversity management, socio-cultural diversity, discrimination, intercultural competences, Charter of Fundamental Rights). In order to get the whole picture, we visited the Freiraum Association in Leibnitz (women's counselling centre), where two migrants presented their experiences with integration and their social position.

#### Saarbrücken/Germany: Migration and Integration

The workshop began with a plenary paper under the auspices of the Federal Office for Migration and Refugees. They presented different ways of language learning for migrants, different other courses and integration tendencies. Workshop participants learned about the German practice of obtaining citizenship and the related legal implications, the process of obtaining citizenship and statistical data. A good practice example was presented – a project aimed at facilitating early language learning – German for Three-Year Olds.

#### Schwerin/Germany: Intercultural Competence in Working with the Youth

The aim of the workshop was to face the challenges arising from educational work in a multicultural society. In addition to different levels of prior knowledge, history, beliefs and solving of problems, there is always the possibility of disagreements and stereotypes of the people receiving the education. In order to successfully tackle these challenges, an intercultural negotiation competence is required.

#### Wissembourg/France: Aging in Europe

The workshop was opened by Thomas Mann, Member of the European Parliament, with the introductory paper entitled European Answers to Demographic Changes that provided a view of EU pension policy. Three workshops were organised parallel dealing with the subject of Memory Training for Retirees. Finally the German-French EuropaAge network presented a project that it had implemented together with the Saarbrücken State Ballet dealing with war memories of retirees living along the border.





## CHANGE project

### Promotion of bio-psycho-social well-being in elderly people

Mauro Cozzolino, University of Salerno, Department of Human, Philosophical a. Educational Sciences, IT

#### Introduction

The European project "Care of Health Advertising New Goals for the Elderly" (CHANGE) is born in the frame of LLP with the purpose of facing the social-cultural and demographic transformations coming from the increasing ageing of population. The conditions of aged people having a longer life and well-being expectation require a perspective shift and the development of new interventions in the training of healthcare operators working with the elderly.

#### Objectives

It is precisely for this reason that, within the project, a new model of intervention has been proposed in order to provide the elderly with necessary competencies to remain active and to tackle the increase of life expectancy and working period in an appropriate way through the enhancement of healthcare operators' skills.

#### Methodology and Experimentation

CHANGE project has been implemented by a multidisciplinary research team involving 8 partners from different European countries (Italy, Austria, Spain, Poland, Lithuania). The general aim of the project was to enhance healthy lifestyles in elderly, in particular to increase of walking activity and healthy diet by developing a new model of prevention and health literacy especially addressed to less educated people.

The socio-emotional dimension has been framed as a fundamental aspect of motivation, in fact with the purpose to increase mediators'

competencies and awareness of their role in educating elderly to adopt healthier lifestyle, a vocational training on motivational, communicative and emotional techniques has been carried out. The model has been tested and implemented in five countries and an experimental phase has been conducted in order to evaluate the effectiveness of the training programme.

#### Results and Products

The results showed a positive change in attitudes and behaviours of elderly after a specific training carried out by hundreds of healthcare operators. Among the main products derived from CHANGE experience, it is important to mention: a) the realization of the state of the art regarding theoretical and practical approaches of psychology and social marketing; b) the guidelines for the implementation of emotional marketing in the practice of healthcare mediators; c) the didactical kit supporting the training; d) the construction of a website to disseminate CHANGE intervention model and to develop an international network on the topic objectives of the project [www.changeonline.eu](http://www.changeonline.eu)

#### Conclusions

These results underlines the effectiveness of such training programmes that need to be developed and implemented in all European countries to guarantee a better quality of life (good and long-lasting health condition) in this sector of population and, consequently, the containment of health and social costs.

Care of  
Health  
Advertising  
New  
Goals for  
Elderly people



participants put pieces of local history together; like a jigsaw puzzle. On the multilingual internet platform, 'Heuritage' is a European heritage tool that can be used not only by older people, but by all local associations, neighbourhood groups, and citizens from the communities and small towns that join the platform. The project has taken a 'bottom up', grass roots approach, developing outwards from involvement at an individual and community level.

At the same time 'Heuritage' shares European experiences and stimulates European citizenship. In family albums, the archives of many associations and neighbourhood groups, there is a treasure trove of pictures and information of the past.

Local citizens and organisations can upload photos, documents, tickets, posters, videos and scanned articles from the past. From home, every citizen can join the project and add pieces of the puzzle from their own past to the local Heuritage site.

The Heuritage web platform is on the European level the main output of this Grundtvig LLP project 2009-2011.

## HEuRIT(AGE)

### Building up a digital local cultural heritage database from the living memories off senior citizens

Ivo Peeters, GC De Zeyp, DE

'Heuritage' is a means of meeting two challenges that affect older people's social inclusion:

it is both a place to share stories from the past and a tool to improve computer and internet use. Using shoeboxes full of old family pictures,

On local level partners organized ICT workshops and courses with senior citizens. They digitalised old movies or published a booklet on local heritage. The nine partners formed a very heterogeneous group; universities, community centres, adult education schools...

Only the partner in France is specialized in ICT courses for senior citizens. In global the evaluation of the project by the partners was very positive.

The web platform [www.Heuritage.eu](http://www.Heuritage.eu) is open for everybody and other partners are welcome to become part of it, to build up their own local digital memory.



## Danube-Networkers

### A Learning Community of and for Senior along the Danube

Carmen Stadelhofer, ZAWiW - Center for general scientific continuing education, University Ulm, DE

The goal of the project Danube-Networkers was to develop an international network of older people in the Danube Region that should help to build bridges much too long prevented by the Iron Curtain.

Seniors' groups in the partner organisations in Austria, Bulgaria, Germany, Hungary, Romania and Slovakia worked jointly on selected themes concerning the river Danube. Organisation from Croatia joined as an "associate" partner. Through texts, images and video clips the seniors documented their personal relationships with the river and also the importance of the river for their country. Learning has mainly taken place in the form of self-directed learning; the learners have played an active role in the selection of subjects to be worked on. Teachers have supported the learning process through sensible, competence-strengthening methods. Extensive utilisation of ICT enabled older people with limited mobility to take part.

#### Results

On the website [www.danube-networkers-2008.eu](http://www.danube-networkers-2008.eu) there are now 229 texts, in English and German, about Bridges over the Danube – real as well as symbolic. They include participants' intercultural experiences, a collection of songs, poems and interviews as well as video recordings with time-witnesses and other people who have had a professional or

personal relationship with the Danube. Furthermore, participants in each group have selected and described what they consider to be the most important natural monuments in their own countries.

Through the personal and the virtual exchanges the participants got to know each other. For many it was the first instance of meeting a person from the west, respectively from the east of Europe. Prejudices could be reduced and a feeling of European identity developed.

The partner groups engaged themselves also on a political level by participating in April 2010 in the public consultation of the European Commission concerning the Strategy for the Danube Region by submitting a statement "Lifelong learning programs for older adults as a societal necessity in the Danube Region" and in discussions with MEPs during a visit of the European Parliament within the final project meeting in June 2010.

The initial goal of the partnership was achieved – the Learning Partnership gave rise to an informal international network of education providers and seniors in the Danube Region called "Danube-Networkers", in which the exchange and cooperation and amongst the project partners continues. The projects that followed such as **DASUN** (Danube Seniors' Universities), **DANET** (Danube Networkers at Work), **Danube Stories** and others are presented on the network's website [www.danube-networkers.eu](http://www.danube-networkers.eu) as well as information concerning the the European Conference "Active aging and intergenerational dialogue- a challenge for the Danube Region in the common Europe" which will take place in **Ulm 8.-10.7.2012** in Ulm in the frame of the Danube-Networkers work.





## eLSe

### An innovative approach to seniors an (e)-Learning

Sónia Hetzner, Innovation in Learning Institute (ILI), University of Erlangen-Nuremberg, DE

The number of people aged 65 and above in the EU will almost double until 2060 (EC 2009). 'Third age' is becoming evidently longer and technological and societal progress is accelerating, and more and more seniors could potentially enter educational programs at universities or other institutions. However, the number of adequate offers greatly underperforms the numbers of potential participants. The situation can be seen as precarious if we consider recent research circumstantiating that learning is a most supportive way for preventing mental and physical decay, and supporting a self-determined life.

Numerous psycho-gerontologist studies have proven the positive effects of learning in later life for the maintenance of physical and mental health. Thus, it is important to develop and implement innovative concepts for supporting learning in later life:

eLSe-eLearning for Seniors – a project initially funded under Grundtvig, Lifelong Learning Program - supports effectively senior citizens in becoming ICT-and digitally literate. eLSe focuses on the need for

European countries were supported to become e-Included. By promoting ICT literacy among those who are in danger of remaining excluded from the information and knowledge society, the project reinforces the contribution of lifelong learning to social cohesion.

eLSe aims at optimally supporting seniors in the process of accessing and becoming involved in the information and knowledge society, by applying the well-proven formula of using ICT as a learning medium as well as a learning content. In eLSe, the potentials of ICT for the older generation are utilized by developing a non-formal, flexible and accessible eLearning-based ICT training course that matches the very specific needs of this highly heterogeneous target group.

In the context of eLSe, the following products have been developed, tested and evaluated: 1) OpenSource eLearning environment fully adapted to the needs of Senior citizens including 2) 12 eLearning modules in six languages; 3) and a unique tutoring concept and 4.) a process for distributed authoring.

The eLSe project has been identified as "Best practice" in Europe by the European Commission, DG Education and Culture. Furthermore eLSe has won the title "Place of Innovation" in the scope of the initiative of the Federal Government "Land of ideas", which aims at awarding innovative projects in Germany.



- producing strategies and approaches to enable effective intercultural lifelong learning.

During the Lifelong Learning Award Ceremony, the Austrian minister for science and research, Karlheinz Töchterle, and department head of the ministry of education, Theodor Siegl, underlined the importance of the major IANUS products for improving the situation for people aged 50+ now and for establishing a European culture of Learning in Later Life in the foreseeable future. In fact, IANUS has already widely disseminated its key products:

- The IANUS KEY Factor Collection relating to intergenerational, intercultural, and ICT-based learning in later life looking at bio-genetic, psychological, social, structural, institutional, and pedagogic factors. It has also examined relevant EU adult education policy dimensions.
- The IANUS Handbook for Education Providers (i.e. managers and trainers) with guidelines and quality standards for working with learners aged 50+, especially in intergenerational, intercultural, and ICT-based settings.
- A Workshop Concept for Managers and Trainers in the area of learning in later life including guidelines for organizing seminars in vocational training institutes, university departments or other educational settings for learning in later life.
- A Policy Paper and National Awareness Days for relevant stakeholders and decision makers on education and social policy level.

The Final IANUS Awareness Conference in Graz, Austria, offered a mix of keynote lectures, a panel discussion with experts in the areas of intergenerational, intercultural and ICT-based settings, as well as

## bfi Steiermark

### Winner of Austrian Lifelong Learning Award 2011

Kathrin Karloff, bfi Steiermark, AT

bfi Steiermark has won the Lifelong Learning Award 2011 of the Austrian government for coordinating the Grundtvig-project IANUS. Within two years, 10 European partner organisations have identified and analysed key features of effective learning and education in later life – primarily in intergenerational, intercultural, and ICT-based settings –, as well as barriers that should be overcome in this field. Building on this IANUS has developed guidelines to promote best practice in providing access and inclusion for learners aged 50+. Specifically, the IANUS partners put the emphasis on

- assisting people from vulnerable or marginalized groups to access adult education
- promoting understanding of the impact and efficacy of intergenerational learning opportunities
- supporting the development of innovative ICT lifelong learning opportunities for older learners

interactive working groups in the form of a learning café. In particular, it gave the opportunity to identify the future steps for developing the quality and accessibility of education and learning in later life.



IANUS-coordinator Kathrin Karloff (right hand side) and Carina Bachner of bfi Steiermark receive the Lifelong Learning Award 2011 in the Grundtvig category from Karlheinz Töchterle, the Austrian minister for science and research, and Theodor Siegl, department head of the ministry of education.

## NewGen 50+

### The New Generation 50+

Martin Rath, Schulungszentrum Fohnsdorf, AT

Most countries in Europe have to face the same problem of a strong increase of the ageing population. In the near future most citizens in Europe will be at the age of 50+.

This will influence social life but also the economic and political situation in the individual countries and in the entire European Union. New challenges will also occur in the broad field of education, especially in the area of learning in later life and intergenerational approaches.

It is important to keep seniors active in terms of social as well as of educational activities. Therefore the learning partnership dealt with the topic of motivation to learn and to be open for new things.

The learning partnership aimed at working directly with the target group, senior citizens at the age of 50+, in order to develop an actual status-quo of training opportunities focusing on the needs of the target group. The partnership identified training offers for people 50+ and made a comparison with the actual needs, wishes and requirements of the target group.

Furthermore, the partnership collected good practice examples in the field of training and teaching older people and at the same time highlighted weaknesses in this field. To achieve these aims the partnership carried out a survey with the target group based on questionnaires that was followed by a research study with regard to already existing training opportunities.

A comparison at European level provided information on the actual state-of-the-art of training programmes for the specific target group including country specific conditions.

Furthermore, senior citizens themselves had the opportunity to exchange experiences with each other by taking actively part in all project phases.

The exchange and meeting with people in the same age group from different European countries also presented a way of motivation to be





## Mindwellness

### How to maintain brain health and active participation of elderly

Emilia Moreira, INVESLAN, ES

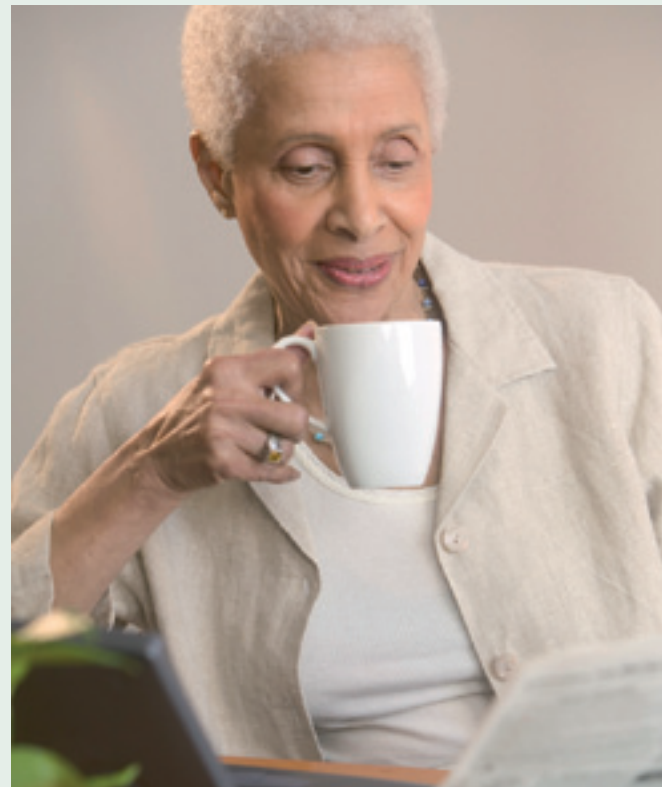
Following major policies of the European Commission regarding learning in later life and active citizenship of elderly, **INVESLAN** has been implemented several projects in order to provide training and learning materials to enhance and maintain mental and physical health of older people.

On the other hand, the increasing need of linking ageing with new labour markets is being present in the elaboration of the different training materials. Education and learning strategies in later life were considered key aspects when dealing with elderly adults, especially in which concerns the maintenance of mental fitness. In the framework of the MindWellness project [www.mindwellness.eu](http://www.mindwellness.eu), the project partnership developed innovative training materials aimed at helping people aged over fifty, who have no existing mental health problems, to maintain their mental fitness by retaining mental abilities and skills; and a handbook that serves as a guideline and a theoretical background on brain training for professionals working with the elderly.

MindWellness addressed simultaneously the trainers and the people over fifty with a special focus on those that were professionally active and in this sense achieved relevant synergies. The first approach to the development of the training materials was based on three major cognitive competences: memory, inductive reasoning and speed of processing. In parallel it was considered that a more holistic approach will offer more benefits to the maintenance of brain competences through teaching and training. In this sense, the consortium started to develop a comparative analysis on the state of the elderly citizens and learning at higher age in every participating country, which helped the consortium discover and compare the current national initiatives and programmes related to the learning in higher age and the brain training for older people. Secondly, the partnership developed a research aiming to collect the existing best practices and exercises related to brain training and mental fitness.

Based on the previous mentioned products, the MindWellness project developed an online training tool including online games, online tests and different training modules addressed to train ICT and social skills, health,

physical exercise, etc. Furthermore, the partnership elaborated a support handbook aimed at helping the trainers to develop learning activities with elderly both retired and professionally active. The MindWellness were used both in adult training organizations, older people associations and companies and open a pathway to develop new European and complementary projects such as: the **INTERGEN** project [www.intergen-project.eu](http://www.intergen-project.eu) aimed at the active participation of elderly through mentoring initiatives with teenagers), **KIFLI** [www.kifli.eu](http://www.kifli.eu) addressed to aimed at older people who would like to maintain their health and physical activity and also trainers who can help older people to reach these objectives, and **P4I** [www.p4i-project.eu/](http://www.p4i-project.eu/) aimed at developing a serious game for adult learners and trainers focus on intercultural competences.



## ID: MusK&L

### In search of a common European cultural heritage

Jan Geens, Westfälisches Forum für Kultur und Bildung e.V. DE

Although the different European nations have specific local cultures, arts and culture provide a means of exchange that can help celebrate both distinctiveness and commonality. There has always been a cross-fertilisation of ideas and forms of artistic expression across the continent. Cultural activity offers a powerful means of promoting mutual understanding.

Stefan Zweig wrote in 1932, in difficult times for Europe: "Immer ist über dem geographischen Europa, seit seine Völker zur Kultur erwacht sind, ein geistiges sichtbar, immer erhebt eine Art der Kunst, der Wissenschaft das vielfarbige Banner der Einheit..."

What are the deeply rooted cultural elements that shape and make it possible to speak about a European identity?

In the EU, founded on "unity in diversity", the linguistic diversity is at the same time a very strong basis of European identity. The ability to communicate in several languages has already for centuries been embedded in the European culture.

Apart from language diversity other typical expressions of European cultural identity can easily be found in European Literature, architecture, music and art.

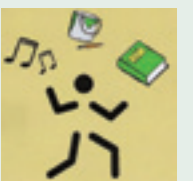
An extraordinary good example of typical European art and culture is the opera. It has a special quality that allows us to hear many different voices: the individual, a collective view through the chorus and, above all opposing views at the same time. 400 years ago it is born in Italy and has spread and grown all over Europe. The same repertoire – music, texts, chorus, characters - is nowadays known from Lisbon to Moscow and from Helsinki to Cyprus.

One of the objectives of the ID. MusK&L-project made it possible to learn about European literature, especially poetry in combination with art and music and after all to experience a European identity in the expression of feelings, colors, music and songs. As a result of a good and dynamic cooperation between the partners a common syllabus was made on poetry and art. All partners have been looking for European identity by collecting and interpreting their five "best poems" written in the period of European modernism (1860-1920) and by searching for paintings and pieces of art that can be connected with these poems.

The development of European modernism in literature, art and music is very interesting concerning European identity. In many respects it was the result of new ways of thinking that came out of the encounters of creative people and artists all over Europe. Specific cities (Brussels, Glasgow, Paris, Berlin, Vienna, ...) played an important role and were decisive in the spreading of the modernist movement.

The banner was raised by literature and visual artists followed, they did so with etchings, charcoal, oil paintings, work in plaster and glass, sculpture in marble and bronze, and even the so called sgraffiti as they were in and outside on the walls of the art nouveau houses.

It really reveals how creative ideas and innovative methods took precedence over nationality, national culture and language, and made a typical European "Society of arts" possible.



## E-NLL

### Never late to learn! Promotion Opportunities for Learning Later Life

Radosveta Drakeva, Znanie Association, BG

E-NLL is a European network of 26 partners from 14 European countries, aiming to open a discussion amongst stakeholders, focused on learning in later life. The network activities are focused on ageing population and its particular learning needs. We aim to help all the stakeholders (municipalities, local communities, training institutions, NGOs, social partners, senior organisations etc.) to build models for inclusion of elderly people in lifelong learning through offering models for learning, mobility and volunteering. E-NLL also encourages cooperation between senior education providers. E-NLL website [www.enll.eu](http://www.enll.eu) offers various materials supporting this discussion:

- a collection of more than 120 good practices from various European countries, offering interesting models and ideas for senior education activities;

- thematic materials on active citizenship and volunteering, hobbies and leisure, intergenerational learning, digital competencies in later life;
- learning opportunities: information about European initiatives and funding resources for seniors
- links to useful sites and documents
- events in European countries, organised by E-NLL partners, open for all interested parties
- contact information of the project partners, whom you may contact for further cooperation



The international conference in October 2012 in Sofia promotes an open dialogue amongst interested stakeholders on their role and responsibilities in senior education. "E-NLL – Never Late to Learn! Promoting Opportunities for Learning in Later Life" is coordinated by Znanie Association- Sofia, Bulgaria, and involves partners from Austria, Bulgaria, Czech Republic, Finland, Germany, Greece, Ireland, Italy, Lithuania, Spain, Romania, The Netherlands, United Kingdom, and Switzerland.



## The dialogue between generations

Jutta Kußtatscher, Journalist, AT/IT

**This is one of the central themes in the discussion about ageing and it will be at the conference "Age on Stage" in Graz. Our society seeks opportunities for inter-generational dialogue and for a modern form of interaction between older and younger generations.**

**There are numerous ideas being implemented by projects and which will be presented at the conference. Sociologists will assist with the analysis of new methods, and innovative approaches for exchange between generations will be tested and reviewed during one of the workshops.**

There is no ready-made solution. Since the extended family in westernised countries has become an exception, the generations have begun to grow more distant from each other. In the modern small and patchwork families however, those resources which older people once brought into family life are frequently lacking. Instead isolation has become a major threat for older people.

In the age of the individual lifestyle universal recipes are no longer in demand. It depends rather more on regional needs and opportunities as to

what bridges can be built between the generations. The more clearly these needs can be identified or analysed, the more accurately possibilities for creative approaches can be explored for re-establishing contact between generations and for showing how they can mutually assist each other. Here are some examples.

The most clearly unused resource is knowledge and experience. Several projects aim to capture the knowledge of senior citizens. For instance the local archives have discovered that their grasp of local history is quite patchy and young people are barely acquainted with it at all.

Besides, history books frequently only deal with developments at a national level. Municipal archives, in connection with EU funded projects, have begun by means of oral history to complement the memories of older inhabitants.

Through discussions with enthusiastic representatives from younger generations asking the questions, very often facts emerge that would otherwise be lost for ever. Also new forms of media offer opportunities. Whilst young people can barely exist without a computer and the internet, this world is still largely an unknown quantity for many senior citizens.

In different projects small groups, with a mixture of young and old, work together and mutually complement each other. While the older group members are provided with an introduction to the World Wide Web by the younger ones, the older ones in turn collect information amongst their peers, which is collectively compiled and sorted. In this way, for instance, a collection of photographs from along the entire Danube area can be compiled.

Many approaches already exist for modern-day exchange between generations. The congress offers the opportunity to become acquainted with some of them.

Also their learning needs clearly differ and frequently their general circumstances vary under which they participate in courses. One can assume that every aspect of life shapes us as individuals and constantly distinguishes us more and more from others, who live different lives. This allows for a personalised learning approach. Correspondingly one of the formulated aims within the context of "senior citizen didactic" is to target the preparation of instructors towards their older audience. Personalised learning and teaching requires being able to respond individually to participants and to take into account their unique combinations of skills, knowledge and learning needs when conveying learning content.

On the other hand senior citizens can also be involved in searching themselves for learning that appears to suit their needs. By means of classical forms of self reflection they can evaluate their personal situation better and concretely from individually accumulated experiences and skills. Through this cumulative overview about themselves senior citizens find new aims and actual needs, which they want to realise. As a result, like all other age groups, they fall back on another resource: on the ability to learn informally.

Formalised and structured learning in and with assistance from institutions is supplemented by the ability of us all to learn from what everyday life demands, what arouses our curiosity, and what we wish to know and learn. Informal learning has long been taken into account by educational researchers as knowledge that counts towards our life history.

We learn within the family, at work, at leisure - and it is appropriate for senior citizens to find and to create lifestyles which are suitable learning settings in which informal learning in older age can continue. This can only be achieved together with senior citizens so that their interests and needs are realised.

Mental flexibility is therefore not left to chance, but can be aspired to by instructors as well as by senior citizens themselves.

## Methods and Didactics

Jutta Kußtatscher, Journalist, AT/IT

Learning in later life is a frequently used keyword, calling on older people to seize the initiative themselves and undertake further education. "To teach older people" and in doing so to know what it depends upon to actually reach older participants, is the other question that provides an important perspective. Do older people learn differently to younger people and how can content be presented in an age-appropriate manner? Methods of learning, teaching and didactics for senior citizens will be presented at the "Age on Stage" conference. It will promote the discussion concerning how much research work is waiting to be carried out.

What actually changes over the course of our lives is tracked by developmental psychology research under the aspect of the relationship between ageing and learning. However at what age we - generally as well as individually - use different strategies when we gain new knowledge is a source for further research to be undertaken.

Adult education has been around for decades, based on the realisation that learning is delivered to children and young people in a different way than it is to adults. In this respect there are many aspects, for instance age-appropriate learning processes and needs for particular learning content, and much more. Senior citizens are however not more adult than adults, upon which adult education focuses. They are different.

## Career Prospects in Older Age

Jutta Kußtatscher, Journalist, AT/IT

The central topics of interest at the conference "Age on Stage" will include:

- 1) numerous projects will be presented which implement new ideas
- 2) experts reporting on new discoveries gained from age related research
- 3) and in a workshop new trends will be presented for critical debate.

Here is a case study.

Ilse Schmitt\* sits daily for five hours in front of the computer, three hours in the morning and two hours in the evening, precisely when many others return home from work. The 67 year old lady selected this schedule herself, because she wants to be online when her clients are also using the World Wide Web privately.

Mrs. Schmitt operates a small online business which she has built up from scratch. Through this work her quality of life has increased many times over. After retiring and experiencing the emptiness during the years following retirement, she has now succeeded in brightening up her days with varied and exciting moments.

In addition she has become acquainted with many new people, some of whom she also knows personally. Last but not least she can improve her small pension through the online activities. Also this is a reason for her feeling better about life.

The idea to search for customers using the internet did not come immediately to Mrs. Schmitt. She was widowed at the age of 56, then ran her deceased husband's business for a few years before retiring when she was 63. This was then followed by two quite unhappy years.

Should she only look forward to visits by her children and grandchildren or going out on trips with them?

Should this be the only remaining highlight in her life?

Together with their friends and acquaintances she had, in recent years, thought about the fascination younger generations experience with computers.

Her son and also her son-in-law could even provide for their families as computer specialists, whatever their work comprised of. In addition all

of them, including the youngest ones, happily spent their spare time on the net.

Mrs. Schmitt, who learned typing as a young woman, had persevered to the last in producing all customer correspondence using an electric typewriter in her deceased husband's business.

The large amount of time on her hands and an advertisement in the newspaper brought Mrs. Schmitt, during the second year of her retirement, to the idea of joining an internet course for senior citizens. She sat down on the first day of the course in front of a computer almost against her will. What had she brought on herself?

She only knew the advisor with whom she had filled out an initial questionnaire, which had asked everything about what she had learnt and done in her life. The advisor helped her during the subsequent discussion to specifically identify and evaluate her knowledge - the questionnaire had referred to "skills" - and her experience.

Over several days of the course Mrs. Schmitt, together with others participants, joined in with the discussions. It turned out that up until then all of them had pursued extremely different occupations, however with everyone of them the impression had emerged that the computer course had been tailor-made for them.

One Saturday as she sat with her children at the family table they spoke about many of the old and no longer used household effects in the cellar and her youngest daughter thought: "Try to sell one of the paintings via the Internet." Three days later Mrs. Schmitt ranked amongst the course's advanced students, and following the news that evening her daughter's idea came back to her.

She sat down at her own computer, searched on the internet and after five days the painting was sold, which a few weeks earlier had been ready to be thrown out as rubbish: A prospective buyer was prepared to pay 200 Euros. The idea to offer old items belonging to her spouse, her children and herself via the internet had been born.

Immediately her friends, their acquaintances and also previously unknown persons got in touch with her. Sometimes she met these people personally when handing over goods, as most of the time she carried out the dispatch herself. She has been friends with some of these customers for a long time.

It took one year, with help from further tailor-made courses and later on with help from professional services which she could pay for with the income, before Mrs. Schmitt could go live with her own website and then offer household items via the internet. She has now been able to completely empty her cellar and also her children's cellars.

Mrs. Schmitt, for the first time in many years, is looking forward to her holiday. She has been able to find an agency that will deal with customer enquiries received via her website during the two week absence.

\* The name has been changed.





## Motivation

### For the elderly unemployed project: labour market

Judit Csoba and Flórián Sipos, University Debrecen, HU

The Motivation for the elderly unemployed project targets social professionals who help the long term unemployed elderly people. In this project, we endeavoured to transfer a training programme from the Netherlands and Lithuania, which had already proved an effective tool for fighting against unemployment in this segment.

The programme trains such consultants who are able to effectively execute two kinds of activities. First, they help their clients to regain self-esteem and to be motivated to re-enter the labour market or start own company. Second, these consultants build in their town or village a local network from all interested partners (labour office, social sector, local government, NGOs, social partners, chambers, etc.) to tackle unemployment. With the support of this local network, we also struggle for strengthening the cooperation on local level between social and labour service providers.

The method was transferred and adopted throughout a complex process, in which the trainers, trained in Holland, tried out the method in Hungary and Transylvania in form of a pilot groupwork with elderly unemployed. After this, their experience served as a basis for the adaptation of the method. In the final part of the project, 74 consultants were trained in Hungary to execute trainings and network building activities in their own environment.

In this last phase of the project execution period (between April 2010 and December 2010), the consultants executed the programme with the groups of long term unemployed clients.

Similarly to the pilot groups in 2009, the programmes were 25 week long clubs focusing on developing self-knowledge, self-esteem, motivation

and job-searching techniques. The former trainers helped the consultants as supervisors. In Hungary, 31 groups were started with 366 long-term unemployed 45+ clients, and all the groups were finished by November. Only 26 of them left the groups without positive outcome (drop-out). The positive effects of the group work could already be seen during this 25 weeks; 48 clients found job in the primary labour market, 38 on the supported labour market, 26 joined organized training, and 40 other positive outcomes were registered (illegal work, home care, planning own enterprise, etc.).

The overall feedback collected from the clients and attested in the reports of the consultants are positive and show that the method was welcome by the long-term unemployed persons: at the end of the project they realised their higher job-seeking skills and motivation, and found the course useful for finding a job. According to the feedbacks from the consultants, in both countries, the real achievement of the programme lies not in the hard indicators (how many of them could find the job), which could not be really measured at the end of the project execution period yet, but in the distance the clients travelled towards employment - raised time consciousness, self-esteem, self-knowledge, confidence, motivation, reliability and appearance.

motivation



often more frustrating: the general attitude towards the concept of the EU is "reserved" to "negative" in many countries as well as within many social groups and in all EU countries participation in democratic elections, volunteer work and social engagement is decreasing.

Some social groups seem to be extremely resistant to being convinced that the EU and AEC is for their own benefit; one of these EU sceptic groups are senior citizens, as they were exposed to other political and social concepts - with their own identity different to that of the EU (lack of identification) - for a longer period of time, they often feel ignored and not included in political and social decisions making processes - especially at the transnational level (lack of engagement), they are addressed by information and promotion campaigns introducing the EU and AEC (lack of information) in fewer instances, they feel that they benefit less than other social groups from the advantages provided by the EU, e.g. economic development; easier mobility, and feel they suffer more from disadvantages (lack of benefits)

The main aims of the AESAEC project were to overcome this situation, to convince more senior citizens in Europe that the EU and AEC is also for their own benefit and, even more, to motivate them to contribute pro-actively to AEC.

## AESAEC

### Active European Seniors for Active European Citizenship

Michael Schwaiger, Auxilium, AT

The project Active European Seniors for Active European Citizenship [www.aesaec.eu](http://www.aesaec.eu) started on October 1st 2008 co-funded by the LLP Grundtvig Multilateral Projects action. It was designed and implemented to meet crucial demands on Europe's adult and general educational environment which are based on following hypotheses:

Although there are few concepts, which are promoted as intensively by the EU Commission as Active European Citizenship (AEC), its results are

To meet these aims, the following main activities were implemented during our project:

- Development of a training concept and a modular training course called "We All are Europe. Participation of Older, and other Active European Citizens. A Handbook Supporting Active European Citizenship by Conceiving, Submitting and Managing EU Projects"; it is specifically designed to introduce senior citizens (60+) to the concept of AEC and to empower them to contribute pro-actively to AEC (especially on transnational levels); these product was developed in EN, DE, DK, ES, IT, RO, SI and HU.
- Implementation of pilot trainings in each partner country (AT, DK, ES, IT, RO, SI)
- Elaboration of 6 project applications by the national pilot training groups dealing with AEC in connection with senior citizens; 4 of these applications were actually submitted (in real life!) to the 2010 calls for proposals of the Europe for Citizens Programme and/or the Grundtvig Initiative of senior Volunteering in Europe (GIVE), 2 will be submitted at the calls 2011.
- Last but not least, a Green Paper was published, including analyses and recommendations dedicated to political decision makers and bodies responsible for the design and structure of EU

funds dealing with AEC, focusing on how to make them more easily accessible for senior citizens

For further information please contact Dr. Michael Schwaiger under [michael.schwaiger@auxilium.co.at](mailto:michael.schwaiger@auxilium.co.at)



Members of the project group and senior learners from the pilot trainings invited by Austrian Members to the European Parliament into the plenary conference room of the European Parliament

## SiGold

### Turning the silver challenge into the golden opportunity

Andrea Gnaiger, Institute FBI (Institut für gesellschaftswissenschaftliche Forschung, Bildung und Information), AT

Population ageing is one of Europe's greatest triumphs and one of the greatest challenges faced in the 21st century. The EU population is ageing fast and this has been accelerating since 2010. An increasing population aged over 50 years deserves more careful attention.

Older people make a useful contribution to society. Certain barriers that prevent their full participation in the labour market have to be removed and employers need to increase older workers' retention rate, by adopting, among other measures, policies aiming at developing this ageing workforce's skills.

The main idea of the project SiGold is to support the creation of age integrated society, to help 50+ workers to get a chance for active ageing as active participants in an age-integrated society and ageing well at work, at home and in their communities. Based on national surveys' findings in the project partners countries three blended courses - combining face-to-face sessions and sessions for independent study in the learning management system Moodle - have been developed.

The first course "Active ageing - Ageing well" is dedicated to 50+ workers. It offers the opportunity to understand and learn how to improve their workability and employability and to become more aware of their role in the companies, for example in the field of intergenerational education and in company training.

The second course "How to educate and train 50+ workers" aims at empowering teachers and trainers from formal and non-formal educational institutions in order to support 50+ workers with regard to vocational education and training. The course provides knowledge, methods and tools on the following topics: ageing and age related changes, situation of people 50+ in the society and the labour market, lifelong learning, learning methods for people 50+ and issues surrounding age and gender.

The third course "How to turn silver to gold" is addressed to human resource development managers and should help them to better understand age related changes, introduce the tools, models and action plans for labour and HR policy for 50+ workers, as well as explain the potential for using 50+ workers for coaching and mentoring in the workplace. The courses will be tested and evaluated through a series of pilot workshops in the partner countries.

The SiGold consortium headed by the Technical University of Kosice consists of 6 partners from five countries (AT, CY, GR, SK and UK). Project duration is 30 months (2011-2013). [www.sigold.net](http://www.sigold.net)

Funding: 510629-LLP-1-2010-1-SK-GRUNDTVIG-GMP



SIGOLD



## TandemsGo!

### An intergenerational Wii-battle with interactive Nintendo® games

Mark Nonick, E-seniors association, PL

On 18 February 2009, an intergenerational tournament (within the framework of the Grundtvig TandemsGo project\*), based on interactive Nintendo® game consoles, was jointly prepared by a group of students from the University of Paris X, a local youth organization (PIJ), along with teams from the Daviel Community Centre (75013 PARIS) and the E-Seniors Association.

A Wednesday was chosen, since Wednesdays in France are usually when grandparents take care of their grand-children.

A large poster had been prepared by the Centre to announce the event and was visible at the entry. The meeting took place in the large cafeteria area which, being located on the ground floor was visible from the entrance.

Two game consoles (gaming corners) were installed. The consoles were each connected to a video-projector to obtain a larger visual field for the games, as well as to loudspeakers, as spoken explanations are important in these games. In line with the project's objectives, participants were divided into teams of mixed age groups. In the first part of the event, the intergenerational association, "A l'Unisson", proposed some classic, physical, warm-up exercises.

Then the competition began—with Wii sports games, such as tennis and

bowling—as these are multiplayer games. Teams waiting their turn could either observe other players, learn how to manipulate the joystick, or just sit back in conversation, enjoying drinks and cakes.

Several senior students from the E-Seniors Association attended the event with their grandchildren. Youth from diverse Parisian neighbourhoods also joined in on the fun (we believe the interest lay in the fact that the Nintendo Company had donated a number of Wii-game consoles to the City of Paris). Following this event, additional sessions were planned and carried out in other locations (a hospital and other community centres).

Training for facilitators was also developed in order to qualify more persons for this type of activity and to thus promote its implementation at other sites.

The TandemsGo Grundtvig project (2008—2010) aimed to develop innovative practices of intergenerational learning in eight countries: Poland, Slovakia, Slovenia, Turkey, Malta, Greece, France, and Portugal. In France, the project was based on intergenerational Wii tournaments, involving students from the University of Paris, local youth and seniors, and the E-Seniors Association.



The key result of the Senior-Guides project is the Training Support Pack, which includes:

#### The Senior-Guides Curriculum

The Curriculum defines the target group of the Senior-Guides training, gives an overview on modules and explains important steps before and after the training. In addition, we have included some examples of activities trainers could use within the respective modules.

#### Job Aids

Additionally to training activities described in the Curriculum, trainers involved in the Senior-Guides project collected relevant material and practical support (e.g. PowerPoint presentations, handouts or descriptions of activities) as a resource for adult trainers, who are going to deliver Senior-Guides trainings.

#### Case Studies

Case Studies from all partner countries give an insight on how the Senior-Guides training was implemented and which kind of guided tours and initiatives have been developed by our Senior-Guides in Austria, Germany, Italy, Lithuania and the United Kingdom.

#### Golden Rules

Based on their practical experience Senior-Guides trainers summarized useful tips as orientation for other trainers. In Austria Senior Guides developed four projects that are still working actively:

## Senior Guides

### Informal Learning in Later Life

Regina Egger, Volkshilfe Steiermark, AT

The Senior-Guides project intended developing, implementing and disseminating a curriculum for the training of older volunteers to conduct guided tours for senior citizens and inform them about specific offers for them in their locality (e.g. lifelong learning opportunities, volunteering possibilities and social services provision).

Target groups addressed in the project were

- older people, who are interested in participating in the training and providing senior-guide tours
- older people, who are interested in participating in tours organizations that want to act as hosts of guided tours

#### Senior Guides in Hospitals

A group of active women mentor older people in the accident and emergency department of the local hospital. They function as guides to the health system and try to alleviate difficult situations for older people who arrive without company at the hospital.

#### Senior Guides in the Public Libraries

Another couple of Senior Guides introduce the library system to older people and are ready to give advice about borrowing books and CD's.

#### Senior Guides in the Cinema KIZ Royal

Once a month our Senior Guides organize a performance especially for seniors.

#### Senior Guides knitting a Graz Scarf

A group of active women organize the knitting of a very long scarf. They connect to care centers for older people, but also to schools and migrants' organization and make their knitting a social event. Senior Guides was funded under the LLP Programme Grundtvig from 1/10/2009 to 30/09/2011. For further information visit: [www.senior-guides.eu](http://www.senior-guides.eu)



**volkshilfe.**  **seniorguides** 

## Cultural Treasure Hunt

### New solutions for individual tourism and job opportunities

Uwe Hoppe, Bildungswerk d. Sächsischen Wirtschaft, DE

Does this scenario sound familiar to you? – You are about to go to a foreign country on holiday and want to know its culture. To be on the safe side, you take an illustrated guide, which has been recommended by the seller. But instead of getting in touch with the expected culture, you will be presented for the hundredth time, a famous architectural masterpiece to see with millions of tourists "swarming" around.

Haven't you then even asked yourself whether not really much more than just well-known buildings belong to the culture of a country?

Aren't these The little Things - apart from the mainstream tourism - that characterize a country and wouldn't it be much nicer to get it shown by local people rather than to follow the „insider tips“ of the booklets which quite often turn out to be tourist traps? "Meet the locals!" is the key!

#### Impressions

„... It was in the restored mill of the estate that we saw how the process of wheat grinding and olive oil production is carried out. We leave the estate with grand impressions and head for another of Mallorca's jewels – the village of Soller with its cute houses lined up the steep terraced streets, from the top of which you have a most wonderful view of the mountain and the sea. It is also a good opportunity to buy locally plantation-grown oranges and lemons in one of the small, friendly shops. An ideal authentic present to bring home! ..."

(Prof. Irena Žiger)

The aim of the project is to prepare participants on how to give a more focused warm welcome to future visitors to their hometown and to act as hosts. Therefore, the project offers the opportunity not only to participate in a cultural treasure hunt, but also to improve their skills and competencies within the tourism sector with the help of various seminars. In addition, within the frame of the project numerous tools have been created, such as a „Good Practice Guide“, a digital learning game and a brochure entitled „English for tour guides“ to facilitate and to improve the participants' future work as a „good“ host and to make it unique. And where do you want to go today and tomorrow?



And this is exactly the point, where the interdisciplinary project „Cultural Treasure Hunt“, which is mainly aimed at jobseekers and disadvantaged people, especially women, seniors and former employees of travel agencies, comes into play. It offers new approaches for individual tourism away from known cultural heritage, and it provides new job opportunities in the touristic sector.





## Styria

### A Green Heart - Beats Europe's Rhythm

Heidi Zikulnig (Europe-Direct Steiermark)

"The Green Heart" of Austria:

For over 40 years this has been the advertising slogan of Styria, one of Austria's nine provinces. And it is a heart with a European beat: Its politicians are busy implementing their "Strategy on Europe," establishing and cultivating contacts with various regions in Styria's vicinity.

From Styria's capital, Graz, as many as eight different countries are only 250 kilometers away. Christian Buchmann, Regional Minister for Economy, Culture, European and International Relations, had meetings both in Zagreb and Munich; he is in close contact with China as well as Hungary, Slovenia, and Italy.

In addition to these diplomatic activities, there is a continued effort to inform the people of Styria about the European Union. Experts visit students in their schools, and Europe Direct provides subscribers with a daily newsletter.

An open office allows citizens to step in, get information, and discuss current affairs and hot topics du jour.

The information services are topped off by a "Café Europe," a discussion forum hosted at regular intervals which people can also follow online. And that's one important reason why the Green Heart of Austria truly beats European.



## SLIC II - Sustainable Learning in the Community

### Valuing older people's skills and experience: Training peer facilitators

Cornelia Hackl & Charlotte Strümpel, Austrian Red Cross, AT

#### Background

The number of older people across Europe is increasing and new active ageing initiatives are emerging to empower older people as active citizens.

The SLIC I and II - projects address this issue and emphasise the role of adult learning as one major factor of active ageing. The SLIC II project builds on the previous project SLIC I (Sustainable Learning in the Community) where an innovative workshop model was developed. The SLIC workshop helped older adults to review their past experience and personal skills and to explore new and potential opportunities for learning and community engagement.

SLIC II is coordinated by the Austrian Red Cross and 8 organisations from 6 countries (Austria, Finland, Germany, Hungary, Italy and the United Kingdom) take part in the project. It has started in January 2011 and will run until December 2012.

#### Project aims

The project "SLIC II - Valuing older people's skills and experience: Training peer facilitators" is a European project within the GRUNDTVIG-programme. It aims to train peer facilitators to run two-day SLIC-workshops themselves in their local community or organisation.

The specific objectives of the SLIC II project are:

- to develop and run a training course for peer facilitators for SLIC-workshops
- to support older people to become peer facilitators
- to develop the SLIC-workshop concept for different target groups and contexts

#### Project results

Based on research in the first project phase, the peer facilitator training was developed. It includes sessions on the role of the peer facilitator, how to run the individual workshop activities as well as modules on communication skills, facilitation techniques and dealing with difficult situations. The six-day peer facilitator training was carried out in each partner country and 69 older people were trained as peer facilitators. As a practical part of the trainings peer facilitators actually ran trial workshops themselves in groups of 2-4. 9 trial workshops in 5 countries were carried out. A trans-national peer facilitator workshop in Budapest served to

exchange experiences of their training and trial workshops over countries and elicit what needs to be improved within the toolkit. The finished toolkit will be available as a CD-Rom in all partner languages at the end of 2012 at the website [www.slic-project.eu](http://www.slic-project.eu).

#### Lessons learnt

- The participants of the peer facilitator training were enthusiastic and motivated and felt that the training was very useful for them.
- It is very important to clarify beforehand what kind of support the organisations hosting the training and the trial workshops can offer and which role the trained peer facilitators will have in running SLIC-workshops for the organisation in the future.
- Marketing and publicising the trial workshops and winning interested participants is a crucial aspect. This needs to be an important aspect within the peer facilitator training.

This training was a huge empowerment for the peer facilitators and raised their self-esteem. They did a brilliant job! The participants acknowledged the varied exercises and enjoyed the good atmosphere as well as the team spirit.

The project has been funded with support from the European Commission and is co-financed by the Federal Ministry of Social Affairs and Consumer Protection.



## Seniors Surfing the Wave of Social Media!

Maria Fojk, FIT Ltd, IE

It is widely recognised that the Internet contributes to improving the quality of life and social participation of people, facilitating continuous access to information and services and providing an effective platform for social interaction with its modern web 2.0 tools.

However older people are still behind in terms of Internet usage and so FIT Ltd has been actively involved in launching numerous initiatives with the aim of reducing this digital divide. One such initiative was a Grundtvig project called S@niors - Digital Engagement of Senior Citizens which produced an innovative IT training programme specifically designed for the elderly population and which was cognisant of their learning capacity and concentrating on imparting necessary skills for engagement in the Information Society.

The most popular element of the programme has been a social networking course delivered through a tailor-made social networking called My Past My Present ([www.mypastmypresent.eu](http://www.mypastmypresent.eu)).

zMy Past My Present was created to allow senior citizens to keep in touch with friends whilst learning new IT skills at the same time. Members of My Past My Present can learn and practice how to create a profile page, add friends, view and upload photos and videos, chat, blog and all in a

secure environment. The English language version of the site has 650 members and is growing in size and popularity.

The impact of the site and the training has been reflected by one of its members "It removed my fear of social networking. It has given me a lot confidence and opened a whole new world of possibilities for me both in my work and in my social life"

Further investigation into the web 2.0 technologies and training for senior citizens has been enabled by a follow-on Grundtvig project called W@ve2.0 which will shortly launch a training programme and a set of online resources to help older learners further embrace the benefits of the Web 2.0 technologies.

More information:

[www.seniorsproject.eu](http://www.seniorsproject.eu) and [www.wave2project.eu](http://www.wave2project.eu)





## LARA

### Learning as a Response to Ageing

Manuela Hinterberger, bia-net, AT

When we age we are constantly faced with the need to learn in order to maintain our independence and to continue to enjoy life. We can achieve this learning by non-formal means, but also by participate in formal and informal learning groups to build skills and knowledge.

The significant numbers of adults who participate in learning groups are building their reserves of skills and knowledge but can we be confident that core competences for ageing are a feature of this provision? Experience from previous project work generated the belief that more was needed in the way of support teachers and group leaders if we are really to make learning count towards our well-being as ageing adults.

**LARA** – Learning, a Response to Ageing is a Grundtvig multi-lateral project funded through the European Commission, the Austrian Federal Ministry of Labour and the Government of Styria. Following the two projects **LISA** [www.bia-net.org/lisa](http://www.bia-net.org/lisa) and **LENA** [www.bia-net.org/en/lena](http://www.bia-net.org/en/lena) which were concerned with the learning needs of older adults and how best to provide for them, **LARA** focused on the relationship between ageing and learning and on the notion that learning has a key place in empowering people and enabling them to be independent, successful and engaged well into later life. The project concentrated on the question how the delivering of core competences for ageing can become part of learning in groups.

The **LARA** team developed a training programme for trainers and group leaders to be prepared to design and deliver learning that is responsive to the demands and opportunities of ageing. The programme focuses on the ageing process and addresses ways in which group leaders and teachers can embrace and promote active learning resulting to the acquisition of core competences for ageing well.

The **LARA** training package has been developed for people who lead

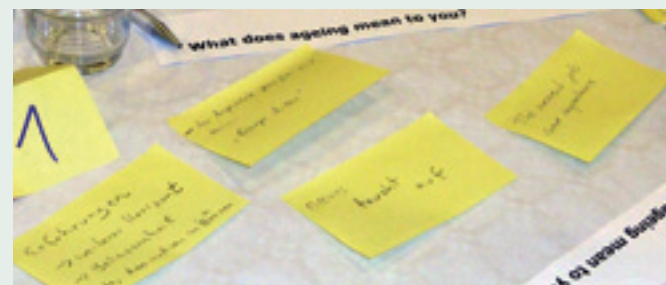
groups of adults and others involved in group management and training and it embraces those opportunities which may not have learning as a stated aim but which provide a context in which people gain new skills and knowledge.

By furnishing ideas, knowledge and skills that will enhance the teaching competence of those who work with adults we seek to promote learning that is relevant and life enhancing. The training package can be downloaded for free in several languages:

[www.laraproject.net](http://www.laraproject.net)

The follow-up project called **MATURE** – Making Adult Learning Useful, Relevant and Engaging, starts in autumn 2012. More information:

[www.bia-net.org](http://www.bia-net.org).



## SEAA

### Social Experimentation for Active Ageing

Valerie Egdell, Employment Research Institute, Edinburgh Napier University, UK

Paul Guest, Consultant in European Project Management, UK

Current demographic changes will see population profiles across Europe and the world getting older.

This trend will have an impact on the labour market, the consumption of goods and services and the welfare system including pensions, and it is forcing a re-think of later-life labour market attachment.

The Social Experimentation for Active Ageing project (2010-2011) involved the identification of good age management practice, and supporting and encouraging small and medium sized organisations in Edinburgh (Scotland) to introduce such practices in the areas of recruitment, retention and retirement.

This was part of a wider project with the goal of improving existing policy, and practice, in relation to the social and economic inclusion of older people in the labour market (activation), bringing together partners from Slovenia, the Czech Republic, England and Scotland.

It was led, in Edinburgh, by the Edinburgh Chamber of Commerce with the local pilot conducted by the Employment Research Institute at Edinburgh Napier University and local evaluation led by Paul Guest (Consultant in European Project Management).

The Social Experimentation for Active Ageing project was supported under the European Community Programme for Employment and Social Solidarity - PROGRESS.

For more details about the project in Edinburgh including project reports and materials please see:

[www.napier.ac.uk/employmentresearchinstitute/projects/Pages/SocialExp.aspx](http://www.napier.ac.uk/employmentresearchinstitute/projects/Pages/SocialExp.aspx).

See also the main project website for more information:

[www.qec-eran.org/wordpress/?post\\_type=projects&p=13](http://www.qec-eran.org/wordpress/?post_type=projects&p=13)



## SenEmpower

### Enabling older people to help themselves

Hans Lucas, Volunteer Agency for the District of Offenbach, DE

The EU-project mentioned above was implemented from 2007 to 2009. Six organisations from five countries participated in it.

More precise information about the individual projects can be found on the website [www.senempower.eu](http://www.senempower.eu)

This article wishes to single out one of the six projects in order to demonstrate how important the topic of the project "SenEmpower" is to future cohabitation of people in Europe.

The main participants in the project "coping with and preventing loneliness in Langen" were a group of older people from the Langen senior citizens help group, who set themselves the target of building contact with people who already suffer from loneliness or who are threatened by loneliness and isolation, and to help them find their way back into society. With this aim they are picking up on one of the most important social issues in a time of demographic change.

Particularly in Europe's centres of population - the town of Langen belongs to the "Rhine-Main conurbation" - isolation is currently a significant problem above all amongst very old people, and is one that will only get worse as the numbers of people over 80 years old continues to grow rapidly.

The group was supported by two full-time employees from the Winkelmühle senior citizens office of the Offenbach welfare service, who had the additional task of developing a curriculum for the group and appropriate further training.

Through the interaction between the group and their full-time colleagues it soon became very clear that there were no ready-made concepts to assist the group's plans.

Thus it was decided to develop the curriculum together and thereby to implement a participative teaching and learning model, in which there is no division between instructor and instructed allowing anyone to take on each/both roles.

This did not mean however, in this specific case, that the roles no longer differed. The full-time employees acted as organisers and facilitators whilst the volunteers implemented what the group had developed

together. However they were all collectively responsible for the shaping of the content.

A second important point was that the implementation and concept development did not occur successively, but rather at the same time so that the experiences gained from the different contacts could influence the concept. This approach included on the one hand holding regular meetings with the aim of reflecting on the experiences gained as well as making observations about the development of a concept as a result of these experiences.

On the other hand two courses for further training were undertaken by qualified specialists. At the request of the group a three-day training course came into being, the content of which was a mixture from the topics developed, namely "biographical work" and "discussion leading".

As a result a manual was developed that firstly provides suggestions to people with similar intentions and secondly describes a method which is applicable to other topics as well. The big plus of this manual is the fact that it was not only developed theoretically but that it has also worked in practice too.

The volunteers personally gained valuable experience and according to their own words they had become so greatly sensitised about the key issue of loneliness that it impacted to a substantial degree on their everyday lives.





## Keep employment by developing e-skills

Supporting European senior workers in the daily use of ICT-based tools and services at work and at a personal level

Pedro Costa, Spi, PT



KEMP team presents the KEMP DVD

The main result of the 2 years Grundtvig project (2007-2009) was the development and implementation of a training program, the KEMP course.

The KEMP course was developed according to the results of the European training needs analysis as well as of the good practice handbook (collection of European good practices regarding learning methodologies addressed to senior workers), which were targeted on new technologies and Internet.

Both documents were elaborated in the project partnership, working with the information obtained from the group of people over 45, who are working in SMEs in services sector in each partner country – Portugal, Austria, Czech Republic, Germany, Spain, Italy and Poland.

The course is structured in 6 training modules, whereas each of them focused on a subject related to technological skills and Internet, basically to improve the adult employee's competences in the services sector.

Each module provides an overview of why the topics are relevant by identifying how the information is applied in the real world. Each module is divided into lessons. Most lessons contain practice-oriented material with one or more hands-on exercises and realistic case scenarios.

These exercises give participants opportunity to use the skills, which will be presented. Each lesson ends with a short summary, key terms, interesting links and references, which are helpful to understand the subject matter.

The course had a very good feedback. All the trainees indicated that did not know/find a similar e-skills course, for target group 45+ old people, in their country or other international training course in English.

One participant from IT, 56+ old, professor of economy and part-time trainer found the course particularly relevant from the point of view content, references, methodology and teaching process for the user group of older persons with lower e-skills. It should be highlighted that all the participants found the KEMP course interesting, indicating that the e-skills selected and the trainee's manual very good (very complete, a good methodology, a good gradual difficulty of exercises, well documented were the comments that were made many times by the participants).

This should be connected to the participants learning satisfaction, having the trainees stated that they have learnt about and/or improved their e-skills in different domains, according to their specific needs. As result, most of the participants after the course felt more motivated to use these skills to communicate and to enhance certain aspects of their jobs or businesses. A DVD with all project material is available on request.

All contact details and material for download can be found at [www.spi.pt/kemp](http://www.spi.pt/kemp)



KEMP course participants in Florence

Modules	Duration
Module 1 - Vocational orientation	6 hours
Module 2 - E-communication	11 hours
Module 3 - E-learning	6 hours
Module 4 - E-banking	3 hours
Module 5 - E-business	3 hours
Module 6 - E-government	3 hours
<b>Total</b>	<b>32 hours</b>

## EUBIA

Broadening People's Minds in Ageing

Manuela Hinterberger, bia-net, AT

The widening demographic change in our society highlights the importance of the need to include older learners in lifelong learning. This applies not only in terms of leisure-based learning but also in the provision of learning for older people which helps them remain in the labour market beyond the usual retirement age, and thus to engage fully in society as active citizens.

We set this focus in a European context using the expertise from each of the participating European partners. During our two year project EuBiA – Broadening People's Minds in Ageing, a Grundtvig Learning partnership, we examined later life learning and networking, good practice, advocacy, participation and empowerment. In outlining what we have learned together in this particular network, we have looked at the benefits of co-operation as well as those of working independently.

During the project the team has also highlighted good practice that has worked for each partner. In addition, a set of criteria for good practice for projects for older learners was developed. These examples may provide a good starting point for those thinking about involving older learners in a project. The team also looked at the challenges and the opportunities that may be encountered when working with older learners. We examined empowerment and advocacy of older learners and the positive benefits that lifelong learning may offer. We also highlighted the barriers that prevent older people from participating in learning.

All this is published in a Guide that will be a useful tool for those looking to embark upon a project including older learners, those who

would simply like to learn from the experience of the EuBiA partners and/or those who may wish to join the EuBiA network or participate in a European partnership of their own.

More information are on the project webpage:

[www.bia-net.org/en/eubia](http://www.bia-net.org/en/eubia).

The EuBiA Guide can be downloaded for free in English and German.

A follow-up project is the Grundtvig Network ForAge, which connects later-life learning ideas, projects, policy research and voices for older people.

[www.bia-net.org](http://www.bia-net.org).



## Competences for Adult Educators

The Austrian Federal Institute for Adult Education (Bundesinstitut für Erwachsenenbildung – bifeb) is part of the ministry of education, art and culture and is dedicated to the principles of lifelong learning and the equal access to education.

Our offers in the field of continuing education specially aim at Teachers/Trainers, Counsellors, Education Managers and Communication Managers and Librarians.

The close national and international cooperation with affiliate organisations of adult education and other research institutions ensures the professionalisation of continuing education as well as the setting of new standards in lifelong learning.

<http://www.bifeb.at>



Bundesinstitut für Erwachsenenbildung(bifeb)

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## Seniors in Action (SIA)

A bridge between generations, an offer of alternative form of occupation to seniors

Ioannis Samotas, ECOSE, EL

The project's mission was to train senior citizens – namely pensioned - who had a special skill derived from a hobby or from their profession (honey producers, organic farmers, mathematicians, poets, chess players, art workers, teachers, etc) and mobilize them as informal educators of children aged 9-12 so as to utilize their knowledge and life experience and transfer them in the most effective ways into a school class.

In so doing, it strived to meet the EU requirements for “active ageing” and turn into practice the theory that “it’s never too late to learn”.

The partnership was consisted of eight partners from 7 members-states (Bulgaria, France, Greece, Latvia, Romania, Slovenia and Spain).

The main activities of the project were awareness raising activities, elaboration of an ad hoc need analysis and an assessment survey, transnational meetings, recruitment and training activities for seniors on creative, story telling presentations, support and guidance sessions for seniors, a peer learning meeting and a transnational one among senior citizens for sharing experiences and best practice, production of a DVD documentary of senior citizens’ profiles and competences, pilot sessions with pupils, informative and contact making seminars for teachers, briefings with local politicians, promotion and advertising activities through media, press and Web.

The main output was the creation of a transnational group of senior citizens who are capable to initiate sessions for educating pupils on their know-how and knowledge.

[www.ecose.org/obsolete/seniorsinaction/index.htm](http://www.ecose.org/obsolete/seniorsinaction/index.htm)



Of particular symbolic and practical significance, a commemorative plaque of the SIA project (created by one of the senior participants) was unveiled at the “Parque de los Hermanamientos” in Los Palacios y Villafranca (SE), Spain.



Europe Direct Steiermark is part of a network of ten centres in Austria, 500 across Europe which aim to act as an interface between the EU and its citizens at regional level.

We can help with general questions on various aspects of Europe and can put you in touch with relevant specialists services if required. We have leaflets, brochures and materials to take away about the European Union's activities and policies. We also organise events and activities to make the public aware of the EU.

- [www.europe-direct.steiermark.at](http://www.europe-direct.steiermark.at)
- [europe-steiermark@steiermark.at](mailto:europe-steiermark@steiermark.at)



→ Europa und Außenbeziehungen

## Leading Elderly and Adult Development – LAB

Laura Vettrai, Learning Community, IT

Project **LEAD-LAB**, moves from the hypothesis that an andragogic paradigm based on personalization and self-learning approaches allows to develop NVAE paths that improve adult participation in Lifelong Learning and to promote successful learning outcomes.

**LEAD-LAB** aims to support european NVAE system by developing a new andragogic approach integrating personalization and self-learning methodologies on the basis of the model and practices developed and applied in the partner countries: a “blended” combination of these approaches and the best practices in adult education can contribute in a meaningful way to improve the attractiveness of NVAE in a logic of sustainability.

It also aims to introduce a new professional profile, in possession of the strategic competences to guide and scaffold adult learners, the “Learning Personalization Trainer”.

The **LEADLAB Model** for the adult learning personalization is the result of a preliminary study regarding the Status Artis of Personalization and Adult education in the Partners’ Countries, and the personalisation practices commonly used in Europe:

1. it tries to define a common vision of personalisation, through identification of common elements within the different meanings and cultural backgrounds towards a common definition and common meanings and language about personalisation, which is a concept rich in meaning that is subject to manifold interpretations;

2. it is designed on the basis of a composed vision of methodologies, models and practices developed and applied in the European partner Countries;

3. it aims to integrate personalisation and self-learning approaches within an adult (andragogic-anthropogic) paradigm;

4. it integrates the personalised vision of adult learning within three system levels:

- learning level
- teaching level

- organisational level

5. it consequently involves the interaction of three professional positions within a personalisation inspired integrated educational system:

- Trainer
- Instructional Designer
- Learning Personalisation Trainer

6. it integrates the personalised vision of adult learning within three context levels:

- macro
- meso
- micro

Each of the cited elements of integration is detailed in the description and presentation of the **LEADLAB Model**. The Project, coordinated by Learning Community srl [www.learningcom.it](http://www.learningcom.it), involved 7 European Countries where the LEADLAB model has been experienced:

- AFOL Milano- Agenzia Formazione Orientamento Lavoro Sud Milano – [www.afol.it](http://www.afol.it)
- CNAM - Conservatoire National des Arts et Metiers di Parigi [www.cnam.fr](http://www.cnam.fr)
- CECE - Confederación Española de Centros de Enseñanza Madrid [www.cece.es](http://www.cece.es)
- TVV - Thüringer Volkshochschulverband e.V.di Jena ([www.vhs-th.de/](http://www.vhs-th.de/))
- HRDC - Hellenic Regional Development Center di Patrasso ([www.hrdc.org.gr/](http://www.hrdc.org.gr/))
- Noema-CMI – di Lohilahti [www.noema.fi](http://www.noema.fi)
- FDEP – Fondation pour le développement de l’éducation permanente – [www.fdep.ch/](http://www.fdep.ch/)



[www.leadlab.euproject.org](http://www.leadlab.euproject.org)





# „Age on Stage“

## Key results of the European “Age on Stage” Conference

Jutta Kußtatscher, Journalist, AT/IT

A great endorsement for the 30 projects focussing on education in later life selected as part of “Stage” which participated at the “Age on Stage” conference in Graz.

The project lead organisations have been invited to Brussels to visit the European Parliament. The role that older people actually do play and could play in our society is a question that countless projects across Europe have sought to answer to and in many cases have found answers to.

The skills and experience that older people possess can be integrated as resources in both private and professional contexts to a much greater extent than has been the case to date.

### Key results

#### 1. Intergenerational learning

Employees in the age group 50 to 65: in all sociological studies those aged between 50 and 65 are crystallised as the “cement of the family” and consequently therefore as the “cement of the modern industrialised society.” Normally they are still in employment and at the same time they also partially support their children financially and with childcare whilst in addition they provide care for their own parents.

This is a multi-social function which is not systematically attributed to this age group. The role of this age group must not only be re-evaluated, but also absolutely needs to be made a topic of discussion.

Based on this fact sustainable influences for concepts within the context of intergenerational learning can be taken forward. And it is shown that the process of intergenerational learning involves not only two but rather several generations. Hence the compelling conclusion is that all generations concerned should participate in intergenerational learning and be open to the exchange of learning and experience, a process, which grants mutual respect and appropriate status.

Against this background it seems compelling that political attention has turned more than ever before towards intergenerational cooperation, making financial resources available for promoting these processes and moving intergenerational cooperation to the centre of social relevance.



30 outstanding projects were selected by the organiser E.N.T.E.R. and invited to be presented at the “Age on Stage” conference in Graz. For two whole days 120 specialists from 17 European countries focussed on the innovative approaches and had discussions with experts.

For the conference “Age on Stage” the following can be said: The European-wide led discussions on active ageing and exchange between generations were consolidated in Graz and got to the heart of the issues. Several core thoughts and key results can be summarised.

#### Three central propositions as key results of the “Age on Stage” conference

1. Intergenerational learning. With exchange between generations not two but on the whole several generations are involved, as shown by sociological studies.
2. Ability of older people to work Whoever wishes to rely on the ability of experienced employees must understand their needs and requirements and be equitable to them.
3. Paths towards an inclusive society Our exclusive societies are orientated towards out-dated values from the last century. Age and ageing must be re-evaluated.

#### 2. Ability of older people to work

Employment in older age: the demographic change in industrialised societies and the ever more urgent lack of skilled workers revalues the role of older employees within the job market. However their requirements and age-specific needs do change and are not given sufficient attention. It is absolutely essential therefore that the different interested parties and stakeholders coordinate themselves and work together, for instance representatives from this employee group with employers, trade unions as well as other employee representative bodies, employment agencies and also with political decision makers.

The goal must be to define the age group’s requirements and needs in the workplace and in their particular working environments. Workplaces need to be conceptually organised in such a way that this age group can actually be welcomed to impart its skills and experience.

It is not unusual for workplace conditions to be such that highly competent employees either must or want to retreat into retirement or at least they strive to.

A central role is played by employers in embracing, financing and implementing appropriate initiatives. The main focus is on:

- flexible working hours
- early introduction of further vocational training at the workplace is intensified for the those aged 50 and over

- promotion of lasting mental, psychological and physical well-being at the workplace.

Employers however need the cooperation and support of stakeholders for know-how and finance in order to access the instruments, concepts and structures that are on offer.

Politics for its part needs to supply the appropriate legislative guidelines. Against the background of international labour mobility in Europe there is a requirement not least for structures and suitable instruments, which also allow older employees access to the labour market in this regard too.

#### 3. Paths towards an inclusive society

Stereotypes: in striving for prosperity, status, education and social advancement “exclusive societies” have developed, from which stereotypical images have emerged.

Exclusive societies also avail themselves of such characteristics, which continue to prevail without any relation to performance or merit. In addition also biological characteristics count, for instance health or age. The fact that youth is perceived as being a positive status in comparison

to older age clearly ranks as a current social trend - although every member of an exclusive society can only experience this phase of life in a limited way.

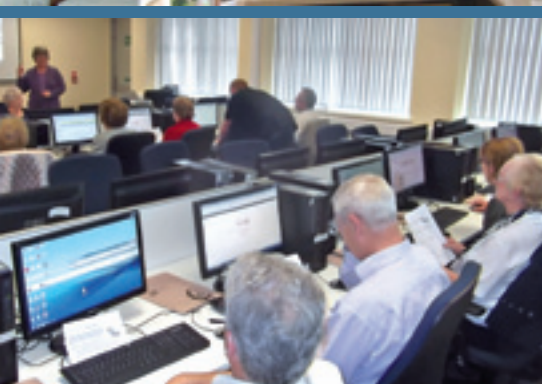
A paradigm shift is necessary. There is a need to create inclusive incentives - to prevent the formation of exclusive societies. Existing stereotypes concerning older people must be analysed, examined and corrected. The image of older people that has formed in society and in research is no longer up to date, and is based, according to sociologists, on the level of social development that took place from the 1960s to the 1980s.

Too little attention has been paid to the partly huge changes in the perception of older people by themselves and by others. Revitalisation is therefore necessary in this respect.

The question is generally centred on whether inclusion is always positive per se. It is a fact that people - in general, but particularly those who are older - are not unhappy in remaining spared from social trends (e.g. lengthy integration into working life, fitness fashions, nutrition, general attitudes to life etc.). It goes without saying that the decision to be involved and participate must always be made individually and voluntarily.







## Spotlighting European developments and projects

Special edition on “learning in later life”

The next regular edition of Focus Europe will be distributed in November 2012 and will also be available online at:

[www.c.enter-network.eu](http://www.c.enter-network.eu)

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## Age on Stage:

Later Learning in Adult Education and its Role in Europe’s Development – Challenges, Concepts, Benefits, Outlook.



[www.age-on-stage.eu](http://www.age-on-stage.eu)  
[www.enter-network.eu](http://www.enter-network.eu)

## Partners:



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