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## Key competences for people 50+

2021-1-PL01-KA220-ADU-000035200

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# GUIDELINES SUMMARY

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for trainers/organizers of education in the field  
of implementing and conducting courses in key  
competences for people aged 50+

The project implemented under the  
Erasmus+ program, from 1 February 2022 to  
30 November 2023 by the consortium:



Deinde sp. z o.o. (Poland),  
Institut Saumurois de la Communication (France),  
INERCIA DIGITAL SL (Spain),  
Stiftelsen Mangfold i Arbeidslivet (Norway).

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# TABLE OF CONTENTS

**03**

Introduction

**04**

About us – Consortium Members

**05**

Users and stakeholders

**06**

Differences in teaching older people compared to younger people

**07**

Adjusting the courses to the needs and capabilities of people aged 50+

**09**

Ways of reaching the target groups

**10**

Methods that can be used in education with people aged 50+

**12**

How to encourage people aged 50+ to education

**14**

Instructions for using the courses

**15**

Courses structure

**19**

Possible ways to combine the courses or their modules

**23**

Requirements for teaching staff working with people aged 50+

**24**

Tips for a teacher working with people aged 50+

**26**

Risk analysis in educational work with people aged 50+

**27**

Validation of learning outcomes



# INTRODUCTION

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**THIS DOCUMENT IS A SUMMARY OF THE "GUIDELINES FOR TRAINERS/ORGANIZERS OF EDUCATION IN THE FIELD OF IMPLEMENTING AND CONDUCTING COURSES IN KEY COMPETENCES FOR PEOPLE AGED 50+" PREPARED BY DEINDE SP. Z O.O. (POLAND) AS PART OF THE PROJECT "KEY COMPETENCES FOR PEOPLE 50+" (2021-1-PL01-KA220-ADU-000035200), IMPLEMENTED UNDER THE ERASMUS+ PROGRAM, FROM 1 FEBRUARY 2022 TO 30 NOVEMBER 2023 BY THE CONSORTIUM: DEINDE SP. Z O.O. (POLAND), INSTITUT SAUMUROIS DE LA COMMUNICATION (FRANCE), INERCIA DIGITAL SL (SPAIN), STIFTELSEN MANGFOLD I ARBEIDSLIVET (NORWAY).**

The Guidelines are an innovative tool complementary to the four key competences courses for people aged 50+, as well as other Project Results, developed by the partnership within the project. The full version of the Guidelines is available in English and Polish and can be downloaded from the website (<https://deinde.pl>).

The Guidelines (and therefore the Summary as well) are of an instructional nature and their purpose is to provide guidance to people and institutions that will be interested in implementing four key competence courses for people aged 50+ developed by the international Consortium of educational and education-supporting organizations from Europe.



The summary contains a brief presentation of the organizations that are part of the Consortium, as well as a list of potential users and stakeholders. Here, you will also find a description of the differences in teaching younger people as opposed to people 50+, ways to reach the target group and adapt the course to its needs and capabilities. In addition, you will learn how to encourage people aged 50+ to educate and what methods can be used in working with them. This document briefly presents the four key competence courses, with examples of how to use them alternatively, e.g. by combining different courses and their modules.

Last but not least, the summary contains the requirements and tips for teaching staff working with people over 50, risk analysis as far as teaching people 50+ is concerned, and the useful information about validation of learning outcomes.



# ABOUT US

## CONSORTIUM MEMBERS

### **Deinde – Poland (Leader of the Consortium)** **Website: [www.deinde.pl](http://www.deinde.pl)**

Deinde sp. z o.o. (DinD) – a training institution operating in the field of lifelong learning, extracurricular forms of education, professional and social activation and entrepreneurship.

Deinde, as the leading author of the COURSE ON ENTREPRENEURSHIP, focused on addressing this subject in a broader aspect as personal entrepreneurship, which is manifested, among others, in (1) self-awareness and creative thinking, (2) the ability to set goals and plan active processes to achieve goals, and (3) strengthening attitudes related to understanding the principles of sustainable development.

### **Institut Saumurois de la Communication (France)** **Website: [www.iscformation.org](http://www.iscformation.org)**

Institut Saumurois de La Communication (ISC) – a training centre dealing with, among others, non-formal adult education through various training courses, with extensive experience in teaching and advising on key competences.

ISC as the leading author of the COURSE ON PERSONAL, SOCIAL AND LEARNING COMPETENCES focused on issues such as (1) effective communication skills, (2) learning methods and techniques, and (3) time management and conflict management.

### **INERCIA DIGITAL SL (Spain)** **Website: [www.inerciadigital.com](http://www.inerciadigital.com)**

Inercia Digital SL – an Andalusian organization specialized in training and innovation in digital skills at an international level.

INERCIA DIGITAL, as the lead author of the DIGITAL COMPETENCES COURSE, developed issues related to the main ICT skills useful on a daily basis, e.g. (1) online safety, (2) creating your own digital content, and (3) interaction, communication and collaboration with the use of digital technologies.

### **Stiftelsen Mangfold i Arbeidslivet (Norway)** **Website: [www.mangfold.no](http://www.mangfold.no)**

Stiftelsen Mangfold i Arbeidslivet – MiA (Diversity in the workplace) is a non-governmental foundation with decades of experience in teaching basic skills, including literacy, to disadvantaged groups.

MiA, as the leading author of the LITERACY COURSE, addressed the topics related to, among others, (1) the concept of language in different contexts and uses, (2) literacy skills in relation to active citizenship, and (3) the difference between information and disinformation, functioning in social media; public speaking and writing.



# USERS AND STAKEHOLDERS

The stakeholders of key competence courses for people aged 50+ are groups of people (individual stakeholders) and institutions (institutional stakeholders) that are related to organizing, conducting or using these courses.

## 1. INSTITUTIONAL STAKEHOLDERS:

- Educational institutions
- NGOs
- Enterprises
- Government and local government agencies
- Social institutions: libraries, social centres, community centers and other social institutions
- Families: relatives and carers of people aged 50+
- Health sector institutions
- Local community

## 2. INDIVIDUAL STAKEHOLDERS:

**a) People aged 50+** are the main stakeholders of the courses. These are people who want to develop their skills, broaden their knowledge, gain new competences and increase their chances on the labour market or achieve personal goals, including:

- People looking for new career opportunities
- Retired people who would like to stay mentally, socially and physically active
- People who want to lead an active lifestyle
- People who want to make new friends
- People who want to improve their quality of life
- People striving for social activity
- People who want to achieve their life goals

### **b) Carers of people aged 50+**

### **c) Professionals**

- Teachers and trainers
- Social workers
- Vocational advisors
- Health professionals (doctors, nurses, physiotherapists)
- Personal development trainers
- Retirement consultants
- Cultural animators
- Employees of non-governmental organizations
- Psychotherapists and Occupational Therapists
- Healthy lifestyle trainers
- Senior Activity Center Employees
- Coordinators of the elderly programmes
- Professional activation specialists
- Support group facilitators



# DIFFERENCES IN TEACHING OLDER PEOPLE COMPARED TO YOUNGER PEOPLE

## 1. Life Experience:

Older people have important life experiences that can influence their approach to learning. With more knowledge, they can focus more on practical aspects and the application of new knowledge in everyday life.

## 2. Motivation:

Older people may learn for different reasons than younger people. They may want to continue developing skills, pursue their interests, or stay active after retirement.

## 3. Speed of knowledge acquisition:

Unlike children and young people, older people may need more time to absorb new information and skills. They may need repetition and more in-depth explanations.

## 4. Adjusting the teaching style:

Teachers and trainers must adapt their teaching methods to the needs of older people, taking into account their experience, pace/attention span and preferences.

## 5. Importance of practicality:

Older people often value the practical application of knowledge and skills more, focusing on the aspects of life that have a direct impact on their daily functioning.

## 6. Changes in memory and cognitive abilities:

As we grow older, natural changes in memory and cognitive abilities occur, which can affect the learning efficiency of older adults.



## 7. The importance of context:

Older people will better absorb information that is related to their life experiences and is understandable in their context.

## 8. Cooperation and interactions:

Older people often benefit from interacting with others, including learning together and sharing experiences.

Source, inter alia:

Peltier, J. W. (2007). Teaching and Training Older Adults. In: J. W. Peltier, Teaching & Training Adults (pp. 187-208).





# ADJUSTING THE COURSES TO THE NEEDS AND CAPABILITIES OF PEOPLE AGED 50+

## 1. Room and place:

- Choose a place that is easily accessible to the elderly, e.g. without stairs or with ramps for people with reduced mobility.
- Make sure the classroom is well lit so that everyone can read comfortably and focus on the class.
- Keep the room temperature right to avoid feeling too hot or too cold, which can affect your concentration.
- Make sure the room is spacious and comfortably furnished so that everyone has enough space for their notes and materials.
- Provision of comfortable seating: ensure that training seating is ergonomic, comfortable and adapted to the needs of the elderly. Also remember to have enough space so that everyone can move freely between the chairs.

## 2. Meals and drinks:

- Provide healthy and balanced meals that provide adequate nutrients and energy.
- Ask participants if they have any dietary restrictions to ensure appropriate meals for all.
- Access to water: make sure everyone has easy access to drinking water during training.
- Allow regular breaks for meals and drinks so that participants can „re-charge” and stay focused.



## 3. Educational materials:

- Use printed materials in larger sizes and legible fonts to make reading easier for people with impaired vision.
- Offer materials in a variety of formats, such as traditional scripts and books, ebooks, audiobooks and multimedia presentations to accommodate different participant preferences.
- Use clear and legible graphics to make it easier to understand the information presented.





## 4. Technological support:

- Provide technical support in the area of using computers and mobile devices if the courses use technology.
- Make sure the audio-visual equipment is working properly and is easy for participants to use.

## 5. Physical well-being:

- Include regular breaks during training so that everyone can relax their muscles and stretch their body. Also, encourage simple warm-up exercises to help keep everyone fit.
- Suggest breathing exercises during breaks.
- Consider planning practical exercises in such a way that people have to move during their course, change places.

## 6. Atmosphere and culture:

- Create an open and friendly environment that encourages active participation and experiences-exchange.
- Emphasize the importance of mutual respect and acceptance of differences, which will help participants feel understood and valued.
- Encourage participants to collaborate and exchange knowledge to take advantage of the wealth of experience in the group.



# WAYS OF REACHING THE TARGET GROUPS

- Cooperation with NGOs
- Placing information in local seniors guides, local newspapers or parish bulletins
- Cooperation with organizations rooted in local communities (housewives' associations, parish associations, volunteer fire brigades)
- Presentations at Senior Centres
- Internet and social media
- Local meetings and events
- Recommendations from satisfied participants
- E-mail campaigns
- Cooperation with employees of health care institutions: employees of medical facilities, GPs/family doctors, nurses



# METHODS THAT CAN BE USED IN EDUCATION WITH PEOPLE AGED 50+



## Storytelling method:

Description: Learning through storytelling, which helps you remember information better.

Example: The teacher uses storytelling to tell an interesting story related to a conflict between two people, in which he/she also presents the methods and tools used to resolve this conflict.

## Peer Learning:

Description: Participants learn from each other by sharing their experiences and knowledge.

Example: People aged 50+ create study groups where they can exchange knowledge about hobbies, e.g. gardening and resale of surplus crops.

## Self-report method:

Description: Participants answer questions about their interests, which helps to tailor the material to individual needs.

Example: People aged 50+ complete a questionnaire to determine which topics are most interesting to them (a Likert scale can be used).

## Critical thinking method:

Description: Learning to analyze information, draw conclusions and make informed decisions.

Example: Participants 50+ take part in a discussion on a controversial topic to develop critical thinking.

## Case study method:

Description: Studying specific cases to understand various problems and solutions.

Example: A group of seniors analyze cases related to health problems (of a real person or someone made up by a trainer) and look for solutions together.



### **Presentation method:**

Description: Participants prepare and present topics that interest them, which develops communication skills.

Example: A 50+ person prepares a presentation about their trip abroad and shares their memories, with particular emphasis on situations, events that surprised them positively, which surprised them negatively, how they dealt with them, what are their reflections, moral.

### **Knowledge reservoir method:**

Description: Students share their knowledge and experience, creating a source of knowledge in a group.

Example: In a group of 50+ Participants exchange tips on a healthy lifestyle and nutrition, places where you can buy a product or service or get free support.

### **Gamification method:**

Description: Using game elements to motivate and engage students.

Example: People 50+ learn new skills as part of an educational game that rewards their progress (e.g. an ecological game where teams sort non-standard types of garbage written on small cards).

### **Case study method:**

Description: Participants analyze and solve real life problems.

Example: People aged 50+ are working on a case study related to the optimization of home finances (home budget, comparing product prices taking into account their weight).

### **Interactive workshop method:**

Description: Participants engage in practical classes and exercises.

Example: People aged 50+ participate in an art workshop where they learn to paint their tree of problems and goals with watercolours.

### **Method of relaxation exercises:**

Description: Students learn various relaxation and stress reduction techniques.

Example: People aged 50+ participate in yoga classes, exercises, meditations that help to improve their physical and mental condition.

### **The flipped classroom method:**

Description: Participants prepare for the lesson by familiarizing themselves with the material before the class.

Example: At the beginning of the lesson, people aged 50+ watch a video/recording about a healthy lifestyle and discuss it during the lesson.





### **Cognitive fields method:**

Description: The division of material into smaller, organized categories, which makes it easier to assimilate information.

Example: A group of seniors analyzes the division of animals into different groups and classes (when learning a foreign language).

### **Active listening method:**

Description: Students engage in active listening and taking notes of relevant information.

Example: People aged 50+ listen to an interview with a scientist and note key facts about the topic.

### **Conceptual map method:**

Description: Create graphical maps to show relationships between concepts and topics.

Example: Participants 50+ create a conceptual map about a healthy lifestyle.

### **The method of autobiographical storytelling:**

Description: Participants share their memories and life stories, which strengthens the bonds of the group.

Example: People aged 50+ talk about their most important experiences from the past.



### **Mnemonic method:**

Description: The use of memorization techniques to better remember facts and information.

Example: Seniors use mnemonic techniques to learn key numbers, names.

### **Social project method:**

Description: Participants work on projects that have a positive impact on the community.

Example: A group of seniors is involved in a project to clean and maintain a local park.

### **Group problem solving method:**

Description: A group works together to identify and solve specific problems.

Example: People 50+ form a team to identify and propose solutions to the challenges related to retirement.



# HOW TO ENCOURAGE PEOPLE AGED 50+ TO EDUCATION

- 1.** Create tailor-made educational programmes: develop programmes that take into account different interests and levels of participants 50+.
- 2.** Highlight health benefits: Highlight that education and skills development can be beneficial for both mental and physical health.
- 3.** Organize thematic workshops: enable participation in practical workshops that will allow participants to acquire new skills.
- 4.** Adjust the pace of learning: let participants learn at their own pace so they don't feel pressured.
- 5.** Support intergenerational interactions: encourage joint projects with younger participants, which fosters the exchange of experiences.
- 6.** Highlight career opportunities: highlight career prospects and new opportunities in the labour market after acquiring additional skills.
- 7.** Organize study visits: plan trips to places related to the topic of the course to increase the motivation of participants.
- 8.** Use technology: Introduce modern learning methods that include the use of computers and applications.
- 9.** Emphasize opportunities for personal development: pay attention to the development of social, emotional and intellectual competences.
- 10.** Create a friendly environment: create an atmosphere of support and understanding that will allow participants to feel comfortable.
- 11.** Use the successes of others: present examples of other people 50+ who have been successful after gaining additional education.
- 12.** Promote self-improvement: encourage participants to satisfy their curiosity and need for continuous development.
- 13.** Use examples from everyday life: show how the knowledge gained during the course can be useful in various life situations.
- 14.** Offer opportunities for testing: provide short, free trial classes that allow people 50+ to familiarize themselves with the curriculum.
- 15.** Promote the value of education as a factor of social inclusion: explain that learning allows for new relationships and strengthens social bonds.



# INSTRUCTIONS FOR USING THE COURSES

**The courses developed in the project are available as free-of-charge materials, ready for download on the Deinde website ([www.deinde.pl](http://www.deinde.pl)).**

## **EACH COURSE CONSISTS OF:**

1. Curriculum syllabus – a document containing information about a given course, including but not limited to learning objectives, teaching methods, prerequisites, technical conditions for the implementation of the course, structure of the course with a list of teaching hours, useful literature, detailed description of the content in the curriculum.
2. Materials/instructions for educators, trainers – a detailed scenario of conducting classes with the content that the trainer is to provide to participants, exercises, instructions, presentations, etc.). The manual enables preparing and conducting the course also by those trainers who have not yet had experience in a given thematic area.  
The presentations are available in PPT format – to be downloaded and displayed during the course.
3. Training materials for participants - a collection of exercises, worksheets, descriptions of activities, educational materials in the form of theoretical content scripts, presentations, etc.
4. Training course evaluation questionnaire (this is a document for participants to complete in order to evaluate the training in its various aspects; it can be freely modified if necessary).
5. Learning outcomes validation tools (tools for measuring knowledge, skills and attitudes - e.g. knowledge tests (e.g. before and after), practical exercises, teacher feedback template, self-assessment tools, etc.).

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In order for the trainer to prepare himself/herself for conducting the course, they should first read the syllabus and materials for educators and trainers (trainer's guide/handbook), which describe the most important information about the course and the curriculum and present a ready-made instruction for its implementation with a description of activities and step by step exercises. Then, it is worth getting acquainted with the ready-made templates, instructions or content contained in the materials for participants and plan their use during the training. The learning outcomes validation tools and the course evaluation questionnaire are documents that can be used at the end of the course to verify participants' knowledge, skills and attitudes. The training evaluation questionnaire will allow you to collect the participants' assessments, opinions and reflections from the organizational perspective and taking into consideration the way the courses are conducted.





# COURSES STRUCTURE

## Entrepreneurship

### **1. MODULE – SELF-AWARENESS AND CREATIVITY IN MY LIFE (21 DIDACTIC HOURS: 15 O + 6 A):**

- Self-awareness – the art of self-insight
- Advantages of knowing one's strengths and weaknesses
- The magic of creativity

### **2. MODULE – ECOLOGY AND FINANCE IN MY LIFE (8 DIDACTIC HOURS: 6 O + 2 A):**

- Ethical principles and challenges of sustainable development
- Home budget

### **3. MODULE – PROJECTS IN MY LIFE (18 DIDACTIC HOURS: 14 O + 4 A):**

- Turning ideas into plan and action
- Personal projects planning





## Digital Competences

### 4. MODULE - SAFETY (10 DIDACTIC HOURS: 7 O + 3 A):

- What is safety?
- Cyberbullying
- Protection devices (Internet dangers)
- Take care of our digital footprint
- Protecting the environment

### 5. MODULE - PROBLEM SOLVING (10 DIDACTIC HOURS: 7 O + 3 A):

- What is "Problem Solving"?
- The four techniques of problem solving
- Identifying Needs and Technological Responses
- Identifying Digital Competence Gaps

### 6. MODULE - INFORMATION AND DATA LITERACY (10 DIDACTIC HOURS: 8 O + 2 A):

- What is "Information and Data Literacy"?
- Browsing, Searching and Filtering Data, Information and Digital Content
- Evaluating data, information and digital content
- Fake News

### 7. MODULE - DIGITAL CONTENT CREATION (10 DIDACTIC HOURS: 7 O + 3 A):

- Creating Digital Content
- Integrating and re-elaborating digital content
- Copyright and Licenses

### 8. MODULE - COMMUNICATION AND COLLABORATION (10 DIDACTIC HOURS: 7 O + 3 A):

- Interacting through digital technologies
- Sharing through digital technologies
- Collaborating through digital technologies
- Managing Digital Identity



## Personal, social and learning to learn competences

### 9. MODULE - The basics of communication (11 teaching hours + 3 hours) :

- What is communication
- Verbal communication
- The six qualities of good communication
- Non-verbal communication and NLP
- Transnational analysis

### 10. MODULE - Learning to learn (11 didactic hours + 4 hours):

- Memorization
- Critical thinking
- Motivation
- Confidence and resilience
- Life positions

### 11. MODULE - Time Management (7 hours of instruction + 4 hours) :

- Time blockers and stress management
- Define and prioritize your activities
- Plan your activities
- Planning the future without stress

### 12. MODULE - Conflict Management (7 hours of instruction + 3 hours) :

- The different types of conflicts
- The different reactions to conflicts and how to change negative actions
- Our needs to live in harmony
- Conflicts resolution





## Literacy

### 13. MODULE - Language in different contexts – describing events and situations ca. 8,5 d.h.

- Assessing the needs and expectations with a self-assessment tool.
- Awareness of the levels of the language.
- Writing exercises - invitation to an event, and writing a simple application for time off from work.
- Individualized work on correct form and grammar
- Evaluation of the module, group conversation and self-assessment tool.

### 14. MODULE - Understanding contracts and agreements, writing guidelines and instructions ca. 12,5 d.h.

- Assessing the needs and expectations with a self-assessment tool.
- Finding a bargain – cell phone contracts and/or electricity agreement contracts
- Producing an individual wordbank for modules 2-4.
- Giving oral and written instructions,
- Planning a trip, understanding schedules, tables and grids, ,
- Evaluation of the module, group conversation and self-assessment tool.

### 15. MODULE - Literacy and active citizenship. Space: If only possible, this module should include a visit outside the institution, any public space, an organization or something similar. ca. 8,5 d.h.

- Assessing needs and expectations with the help of self-assessment tool.
- Citizenship – recognizing and using the channels of communication
- An excursion - writing complaints, notes, proposals for the relevant themes
- Evaluation and assessment of the module, group conversation and self-assessment tool.

### 16. MODULE - Information and disinformation, social media.ca. 10 d.h.

- Assessing needs and expectations with the help of self-assessment tool.
- Conversation: who do we trust? Agreeing to disagree. Sharing experiences.
- Information and disinformation. Tools for source criticism
- Group activity: writing a Wikipedia page together,
- Roleplaying in a DM (direct messaging) service.
- Evaluation and assessment of the module, group conversation and self-assessment tool.

### 17. MODULE – Presentations and public speaking/writing, Space: classroom activity ca. 8,5 d.h.

- Assessing needs and expectations with self-assessment tool
- Sharing experiences and brainstorming for presentations
- City hall exercise on Padlet (or similar)
- Final presentations
- Evaluation and assessment of the module and course in its whole



# POSSIBLE WAYS TO COMBINE THE COURSES OR THEIR MODULES



## **Course proposal No. 1: "My personal brand on the Internet"**

The new course combines the following Modules:

- Module 1 - "Self-awareness and creativity in my life" from the Entrepreneurship course,
- Module 4 - "Safety" from the Digital Competence course,
- Module 16 - "Information and disinformation, social media" from the Literacy course,
- and Module 7 - "Digital content creation" from the Digital Competence Course, respectively – in this order.

## **Course proposal No. 2: "The journey to your inner self"**

The new course combines the following Modules:

- Module 1 - "Self-awareness and creativity in my life" from the Entrepreneurship course,
- Module 9 - "The basics of communication" from the Personal, social and learning to learn competences course,
- and Module 12 - "Conflict Management" from the Personal, social and learning to learn competences course, respectively – in this order.

## **Course proposal No. 3: "How to... in practice?"**

The new course combines the following Modules:

- Module 1 - "Language in different contexts – describing events and situations" from the Literacy course,
- Module 14 - "Understanding contracts and agreements, writing guidelines and instructions" from the Literacy course,
- and Module 3 - "Projects in my life" from the Entrepreneurship course, respectively – in this order.





**Course proposal No. 4: "Raising your voice in a democracy"**

The new course combines the following Modules:

- Module 13 – "Language in different contexts" from the Literacy course
- Module 12 – "Conflict Management" from the Personal, social and learning to learn competences course
- Module 15 – "Literacy and active citizenship" from the Literacy course
- Module 8 – "Communication and collaboration" from the Digital Competences course
- Module 7 – "Digital content creation" collaboration from the Digital Competences course, respectively – in this order.

**Course proposal No. 5: "Green future in the daily life"**

The new course combines the following Modules:

- Module 2 – "Ecology and finance in my life" from the Entrepreneurship course
- Module 11 – "Time management" from the Personal, social and learning to learn competences course
- Module 4 – "Online safety collaboration" from the Digital Competences course

**Course proposal No. 6: "Confidence is the key – putting yourself out there"**

The new course combines the following Modules:

- Module 9 – "Basics of communication" from the Personal, social and learning to learn competences course
- Module 3 – "Projects in my life" from the Entrepreneurship course
- Module 8 – "Communication and collaboration" from the Digital Competences course
- Module 17 – "Presentations and public speaking/writing" from the Literacy course



**Course proposal No. 7: "How to act towards my social environment"**

(how to create a network of friends, to participate in associative events)

The new course combines the following Modules:

- Module 1 – "Self-Awareness And Creativity In My Life" from the Entrepreneurship course
- Module 6 – "Problem-solving" from the Digital Competences course
- Module 9 – "The basics of communication" from the Personal, social and learning to learn competences course
- Module 17 – "Presentations and public speaking/writing" from the Literacy course

**Course proposal No. 8: "Becoming a better work-oriented version of myself"**

(to become more effective in the workplace)

The new course combines the following Modules:

- Module 3 – "Projects in My Life" from the Entrepreneurship course
- Module 8 – "Communication and Collaboration" from the Digital Competences course
- Module 11 – "Time Management" from the Personal, social and learning to learn competences course
- Module 14 – "Understanding contracts and agreements, writing guidelines and instructions writing" from the Literacy course

**Course proposal No. 9: "Communicating with family or friends with Internet"**

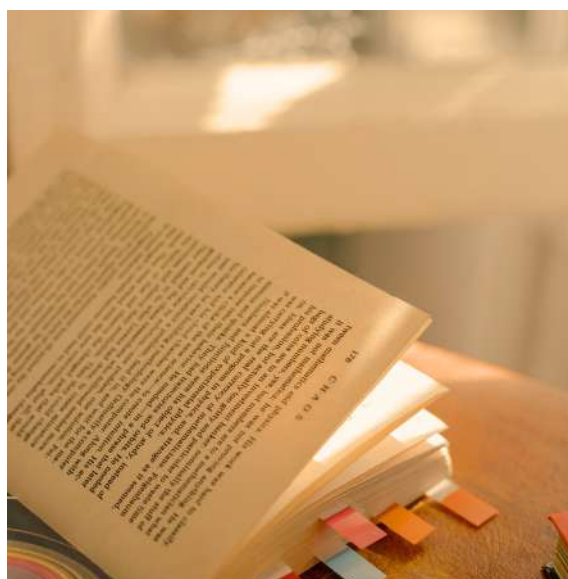
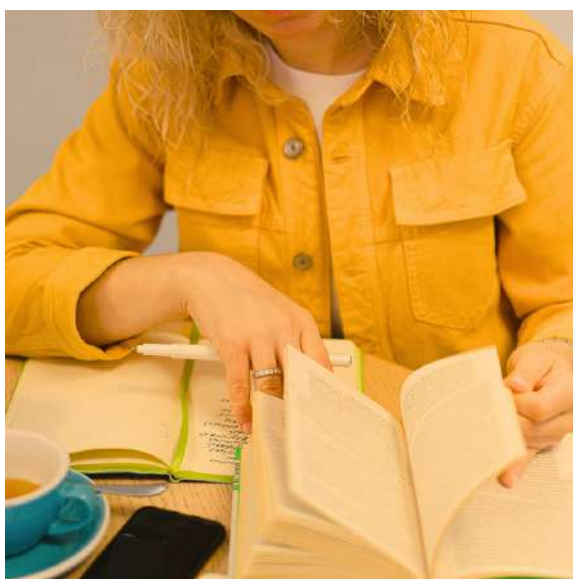
(create and share some invitations, posts, photos with family or friends)

The new course combines the following Modules:

- Module 4 – "Safety" from the Digital Competences course
- Module 7 – "Digital Content Creation" from the Digital Competences course
- Module 13 – "Language in different contexts" from the Literacy course
- Module 16 – "Information and disinformation, social media" from the Literacy course







### **Course proposal No. 10: "Social networks: unlock their potential"**

The new course combines the following Modules:

- Module 1 - "Self-awareness and creativity in my life" from the entrepreneurship course.
- Module 7 - "Digital content creation" from the digital competences course.
- Module 8 - "Communication and collaboration" from the digital competences course.
- Module 9 - "The basics of communication" from the personal, social and learning to learn competences course.

### **Course proposal No. 11: "Personal fulfilment: The key to success"**

The new course combines the following Modules:

- Module 3 - "Projects in my life" from the entrepreneurship course.
- Module 11 - "Time management" from the personal, social and learning to learn competences course.
- Module 12 - "Conflict management" from the personal, social and learning to learn competences course.
- Module 8 - "Communication and collaboration" from the digital competences course.

### **Course proposal No. 12: "Efficient communication"**

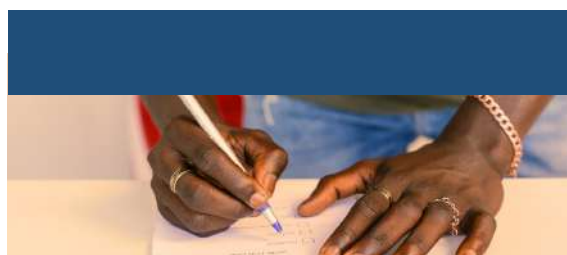
The new course combines the following Modules:

- Module 9 - "The basics of communication" from the personal, social and learning to learn competences course.
- Module 13 - "Language in different contexts – describing events and situations" from the literacy course.
- Module 15 - "Literacy and active citizenship" from the literacy course.
- Module 1 - "Self-awareness and creativity in my life" from the entrepreneurship course



# REQUIREMENTS FOR TEACHING STAFF WORKING WITH PEOPLE AGED 50+

- Knowledge of educational topics. Teachers should be well prepared in their field in order to provide reliable and up-to-date information (in the case of working on standardized courses/materials, they should familiarize themselves with them in advance, diagnose their own deficiencies and supplement them, diagnose places where challenges may occur and prepare to them).
- Experience in working with adults. Teachers should have experience in conducting educational classes for adults, including 50+ age groups.
- Understanding the needs and specifics of the 50+ age group. Teachers should be aware of the characteristics, needs, interests and challenges that people 50+ may encounter.
- Empathy and respect. Teachers should show empathy and respect towards participants, appreciating their life experience and contribution to the educational process.
- Communication. Teachers should be effective communicators, able to convey information clearly and in an understandable manner, and listen to participants.
- Flexibility and customization. Teachers should be flexible and ready to adapt their approach to the needs and preferences of participants aged 50+.
- Understanding different learning styles. Teachers should understand that people 50+ may have different learning styles and therefore adjust their methods accordingly.
- Technology knowledge. Teachers should be advanced in technological skills to take advantage of modern learning and communication tools.
- Ability to create motivating activities. Teachers should be able to design activities that are interesting, engaging and motivating for participants aged 50+.
- Taking care of the group atmosphere. Teachers should create a friendly and supportive environment where everyone feels comfortable and inspired to learn.
- Ready for personal development. Teachers should be ready to develop their pedagogical skills and learn new teaching methods dedicated to people aged 50+.
- Understanding the aging process. Teachers should gain knowledge about the aging process and its impact on participants' cognitive and health abilities.
- The ability to use the life experience of the participants. Teachers should be able to use the rich life experience of the participants as a valuable resource in the educational process.
- Sensitivity to individual needs. Teachers should be sensitive to the individual needs of participants and adjust the material and learning pace accordingly.
- Ability to build relationships. Teachers should be able to build positive relationships with participants, which will allow for better involvement and effectiveness of learning.



# TIPS FOR A TEACHER WORKING WITH PEOPLE AGED 50+



- 1.** Show respect and empathy towards participants, valuing their life experience.
- 2.** Adapt your teaching methods to different learning styles.
- 3.** Be patient and let the participants learn at their own pace (this is not compulsory education and they are not to take any scheduled exams).
- 4.** Focus on practical applications of the material and its importance in everyday life.
- 5.** Encourage active participation in discussions and exchange of experiences between participants.
- 6.** Enable collaboration and learning from each other.
- 7.** Use a variety of teaching materials (remember that some people prefer traditional materials and will not use digital ones).
- 8.** Use storytelling to engage participants and make it easier to remember certain pieces of information by inventing stories with an introduction, body, conclusion, and moral/summary.
- 9.** Use clear and understandable language, avoiding overly complicated terms (when starting a new topic, explain the definitions/terms that will appear – it is important that everyone understands the same concept).
- 10.** Include practical exercises, including homework (if possible) which will enable participants to put what they learn into practice.
- 11.** Be flexible in scheduling activities and adapt them to the needs of the group. Sometimes the break needs to be longer for the educational effect to be better. Follow the needs of the group.
- 12.** Provide regular repetitions to enable consolidation of the material (e.g. at the beginning of the day: what I learned in the last class, at the end of the day: what I learned today/what I leave the class with, incorporating already acquired knowledge and skills into subsequent topics).
- 13.** Support participants in developing computer skills and using technology (e.g. they can help with connecting a projector, starting a presentation, printing materials, if they use smartphones consider online quizzes e.g. Kahoot, Mentimeter, Quizizz, Google Forms, Poll Everywhere, Quizlet live, Socrative).
- 14.** Emphasize the importance of a healthy lifestyle and regular physical activity.



15. Involve participants in decisions regarding the teaching material and approach to learning.
16. Create a friendly and supportive learning environment.
17. Encourage participants to share their interests and passions.
18. Introduce elements of humour to make participants feel more at ease.
19. Share educational resources and teaching aids in an accessible way (age, health issues).
20. Use different learning strategies such as case studies and problem solving.
21. Create opportunities to reflect and discuss participants' progress.
22. Pay attention to individual progress of participants and recognize their achievements.
23. Encourage participants to formulate questions and actively search for answers.
24. Consider one-on-one support for participants who need extra help.
25. Support the development of social skills such as teamwork and communication.
26. Use mnemonics to help participants remember important information.
27. Be open to feedback from participants and be ready to adjust your approach.
28. Maintain enthusiasm and commitment to teaching by inspiring participants to continue their learning.



Source, inter alia:

Kadlec, H. (2017). *How to Teach Adults: Plan Your Class, Teach Your Students, Change the World*. Wiley.



# RISK ANALYSIS IN EDUCATIONAL WORK WITH PEOPLE AGED 50+

**1. Health risks:** people 50+ may be more susceptible to health problems that may affect their participation in the training.

- Preventive actions: Monitoring the health of participants before the start of the training and the requirement of signing a health statement/certificate.
- Minimizing measures: Organizing access to medical assistance in the event of sudden health problems during training (having a procedure to be followed in such a situation, staff trained in first aid).

**2. Risk of falls:** older people may have poorer motor coordination, which increases the risk of falls during physical activities.

- Preventive actions: Selection of appropriate exercises adapted to the abilities of participants and ensuring safe conditions for physical activities.
- Minimizing measures: Providing assistance in case of falls, as well as pointing out potential hazards during exercise.

**3. Risk of social isolation:** older people may feel socially isolated, which may affect their participation and involvement in training.

- Preventive actions: Organization of integration activities before the start of the training, which will help to establish relationships with each other.
- Minimizing measures: Creating a friendly and supportive atmosphere during the training – mutual acceptance and appreciation.

**4. Risk of stress:** new educational challenges can cause stress in older people, which can affect the effectiveness of the learning process.

- Preventive actions: Establishing rules and a group contract that builds an atmosphere of trust, support and understanding where everyone is free to express their concerns and needs.
- Minimizing measures: Providing opportunities for rest and relaxation during training as well as psychological support if needed.

**5. Risk of low motivation:** some people may have low motivation to learn, especially if they are participating in the training for which they have been directed.

- Preventive actions: Adjusting the training program to the individual needs and goals of the participants.
- Minimizing measures: Motivating participants through targeted rewards, recognition of progress and achievements.

**6. Risk of communication problems:** older people may have different communication styles, which can lead to misunderstandings and difficulties in conveying information.

- Preventive actions: Encouraging open and understandable communication, clarifying unclear issues.
- Minimizing measures: Using different forms of communication, such as verbal and non-verbal, to convey information in a clear and understandable way, using methods of repetition (the person repeats after the trainer or another person what he/she understood from what he/she said)

**7. Technological risk:** older people may have limited technical skills, which may affect the use of modern educational tools.

- Preventive actions: Offering initial technical training and/or individual technical support.
- Minimizing measures: Enabling the use of traditional forms of learning for people who struggle with technology.

**8. The risk of low-quality course results:** improperly prepared training and its lack of adaptation to people aged 50+ may reduce the quality and value of education for participants.

- Preventive actions: Careful preparation and checking of the training programme, taking into account the needs of the participants.
- Minimizing measures: Regularly monitoring the quality of training and collecting participants' opinions in order to introduce corrections.





# VALIDATION OF LEARNING OUTCOMES

**Validation of learning outcomes is the process of evaluating, verifying and confirming whether a specific educational programme has produced the desired results. Stages of validation of learning outcomes:**

**1. Definition of educational goals:** the first step is to clearly define the goals of the educational programme. They should be clear and measurable.

- *Example of a knowledge learning objective: Knowledge of self-motivation methods and tools*
- *Example of a skills learning objective: Separating "less obvious" waste*
- *Example of an attitude learning objective: The ability to work both as an individual and collaboratively in teams, to mobilize resources (people and things) and to sustain activity*

**3. Prepare measurement tools:** Develop measurement tools such as tests, surveys, exams, interviews or practical assessments to collect data on learning outcomes.

- *An example of a knowledge measurement tool: pre and post test*
- *Example of a skills measurement tool: a practical exercise*
- *An example of an attitude measurement tool: interview, observation*

**2. Selection of appropriate indicators:** on the basis of the defined objectives, appropriate indicators (verification criteria) should be selected that will allow for an objective assessment of the progress of the participants.

- *An example of an indicator showing the achievement of a learning objective related to knowledge: The learner can list some methods and tools to enhance intrinsic motivation*
- *An example of an indicator showing the achievement of a skills learning goal: The learner is able to correctly classify ways of waste separation*
- *An example of an indicator showing the achievement of the learning goal on attitudes: The learner prepares a presentation working partly on their own and in collaboration with others*





4. Data collection: during the training, data should be collected using prepared tools. This may include evaluating test results, surveying participants, observing the trainer, or analyzing project work.

5. Data Analysis: Once data is collected, it should be analyzed to assess the achievement of learning objectives and learning outcomes. The analysis may include a comparison of the results before and after the training, and a comparison of the results between the groups.

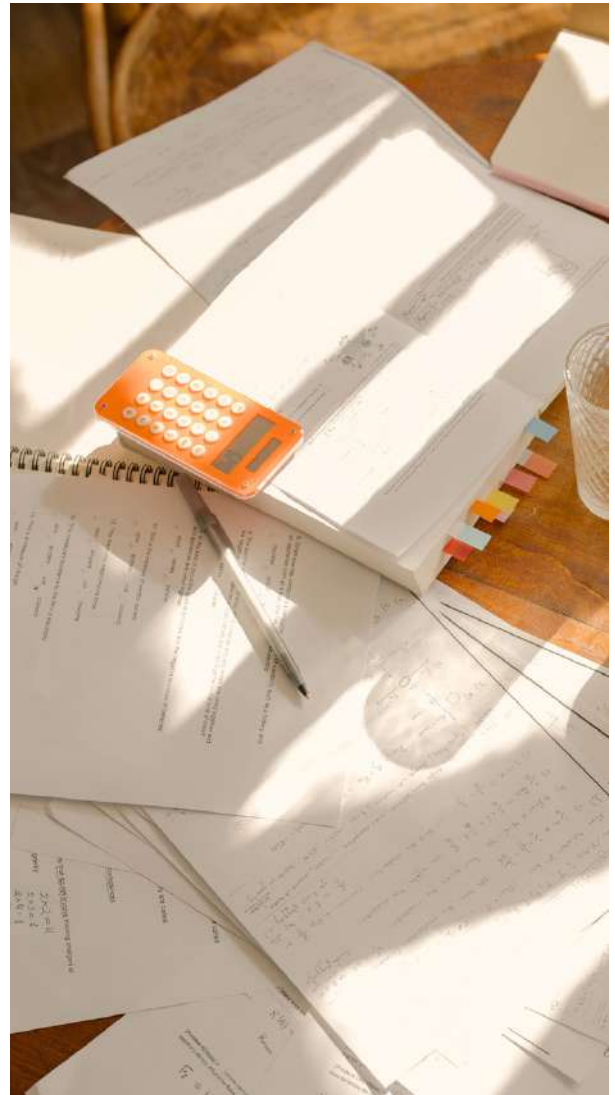
6. Interpretation of results: Based on the analysis of the data, interpretation of the results can be made. Were the objectives achieved? What are the strengths and weaknesses of the training programme?

7. Conclusions and recommendations: based on the results of the analysis, conclusions can be drawn and recommendations for further improvement of the educational programme can be made.

8. Taking into account participants' opinions: it is important to take into account participants' opinions on the quality and usefulness of the training. Training evaluation surveys or interviews can provide valuable feedback.

9. Adjustment of the programme: based on the results obtained and the feedback of the participants, the educational programme can be adapted, introducing corrections and improvements.

10. Repeatability and continuous improvement: the process of validating learning outcomes should be replicable and ensure continuous improvement of educational programmes in order to achieve the best possible results.









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