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## Key competences for people 50+

# GUIDELINES

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

### Developed by:

Deinde sp. z o.o.

The project implemented under the Erasmus+  
programme, from 1 February 2022 to 30  
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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

## 06

Users and stakeholders

## 10

Differences in teaching older people compared to younger people

## 11

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

## 13

Ways of reaching the target groups

## 15

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

## 18

How to encourage people aged 50+ to education

## 19

Instructions for using the courses

## 21

Descriptions of the courses

## 48

Possible ways to combine the courses or their modules

## 57

Additional elements

## 59

Requirements for teaching staff working with people aged 50+

## 61

Tips for a teacher working with people aged 50+

## 63

Risk analysis in educational work with people aged 50+

## 65

Monitoring the quality of courses for people aged 50+

## 72

Validation of learning outcomes

## 74

Synergy and added value of the Results

## 75

Impact on the priorities of the Erasmus+ programme



# INTRODUCTION

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“Guidelines for trainers/organizers of education in the field of implementing and conducting courses in key competences for people aged 50+” is a document 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+ programme, 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). It is 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 Guidelines 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 Guidelines contain 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 the characteristics of the target group, 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 provides brief descriptions of the four key competence courses, with examples of how to use them alternatively, e.g. by combining different courses and their modules.

Further content of the document that may prove helpful in working with groups of people 50+ includes requirements and guidelines for teaching staff, risk analysis in connection with the education of people 50+, ways to monitor the quality of courses dedicated to people 50+, useful information on validation learning outcomes.

The last issues described in this document concern the synergy and added value of the project results and the impact of these results on the implementation of the priorities of the Erasmus+ programme.

# 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.



# ABOUT US – CONSORTIUM MEMBERS

## **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: training and key competence courses can be organized by educational institutions, such as schools for adults, universities of the third age, lifelong learning centers or NGOs.
- NGOs: organizations that focus on supporting older people can organize key competence courses as part of their social activities and programmes.
- Enterprises: may want to invest in developing the key competences of their 50+ employees by organizing courses (by HR departments) or commissioning them to educational institutions.
- Government and local government agencies: can support initiatives related to the development of key competences for people 50+ through funding, support programmes and partnerships with social organizations.
- Social institutions: libraries, social centres, community centers and other social institutions can organize key competence courses as part of their educational offer.
- Families: relatives and carers of people aged 50+ can encourage their parents or wards to participate in key competence courses to support development and independence.
- Health sector institutions: Health sector institutions can encourage patients and clients to participate in key competence courses as part of care for health and life quality.
- Local community: the local community, including neighbours and friends of people aged 50+, as well as organized local structures (for instance housewives' associations or alike), may be interested in promoting key competence courses and supporting the neighbourhood's inhabitants.



## 2. INDIVIDUAL STAKEHOLDERS:

### A) PEOPLE AGED 50+

People 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:

#### NEW PROFESSIONAL OPPORTUNITIES

- People looking for new career opportunities: some people 50+ may be interested in developing new skills that will enable them to change their careers or engage in a new professional activity.

#### AFTER RETIREMENT

- Retired people: Retired people may be interested in taking key competence courses to stay mentally, socially and physically active when no longer professionally-engaged.

#### ACTIVE LIFESTYLE

- People who want an active lifestyle: people aged 50+ who want to spend time actively may be interested in key competence courses in the field of healthy lifestyle, physical activity or creativity.

#### NEW FRIENDSHIPS

- People who want to meet new people: courses create an opportunity to make new friends and meet people with similar interests and goals.

#### CHANGE IN QUALITY OF LIFE

- People who want to improve their quality of life: participation in key competence courses can be a way to improve the quality of life, gain self-confidence, find new passions.



#### SOCIAL COMMITMENT

- People striving for social activity: for some people aged 50+, it is important to participate in the life of the local community. Key competence courses can provide them with the tools to actively participate in various social initiatives and projects.

#### ACHIEVING LIFE GOALS

- People who want to achieve their life goals: Some people have clear life goals that they would like to achieve. Key competence courses can help them acquire the skills and knowledge necessary to achieve these goals.



## OTHER INDIVIDUAL STAKEHOLDERS:

### B) CARERS OF PEOPLE AGED 50+

Relatives who act as carers of older people, such as children or grandchildren who want to help their loved ones develop skills and gain new knowledge.

### C) PROFESSIONALS

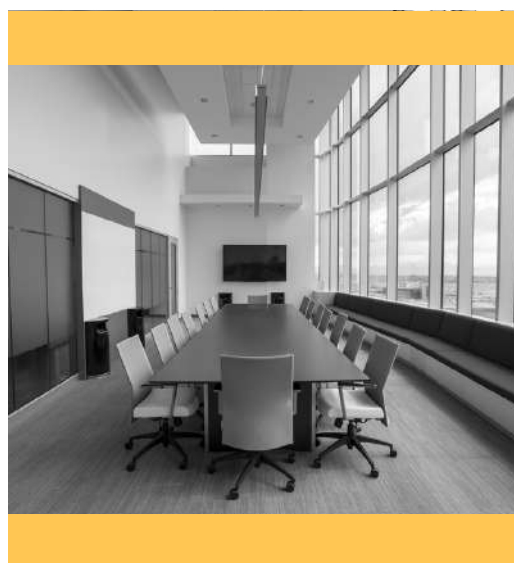
People who act as teachers, trainers, advisors, social workers or other specialists working directly with the elderly, including in particular:

- Teachers and trainers: people working in the adult education sector, schools for seniors, universities of the third age or other institutions that offer courses for people 50+.
- Social workers: people who work in social institutions and organizations that provide support and care for older people.
- Vocational advisors: specialists advising people aged 50+ on career development, job search, change of profession or involvement in volunteering.
- Health professionals: health professionals (doctors, nurses, physiotherapists) who can use ready-made key competence courses to help patients cope with health challenges later in life.
- Personal development trainers: specialists offering training and coaching in the field of personal development and soft skills that can be tailored to the needs and goals of people 50+.
- Retirement consultants: specialists who advise on post-retirement financial planning and can use ready-made key competence courses as part of the offer for their clients.
- Cultural animators: people working in cultural institutions, community centres or libraries that organize cultural and educational programmes for the elderly.
- Employees of non-governmental organizations: people involved in the activities of organizations that promote activity and support for people aged 50+ can use ready-made key competence courses as part of their activities.





- Psychotherapists and Occupational Therapists: Specialists offering emotional support, occupational and art-based therapies for people aged 50+ who can use ready-made courses of key competences to complement their therapeutic work.
- Healthy lifestyle trainers: people specializing in the education and promotion of a healthy lifestyle, physical activity, diet and other aspects affecting the health of people aged 50+.
- Senior Activity Center Employees: People working in centers that organize programmes and activities for older people, such as workshops, lectures, trips, who can use ready-made key competence courses as part of their offer.
- Coordinators of the elderly programmes: people responsible for planning and organizing educational, recreational and cultural programmes for people 50+ in public or private institutions.
- Professional activation specialists: people working in organizations supporting people aged 50+ in finding employment, who can use ready-made key competence courses as part of their activation programme.
- Support group facilitators: people who run support groups for people 50+ who can use ready-made key competence courses as a tool to support the personal development of the participants.



# 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:

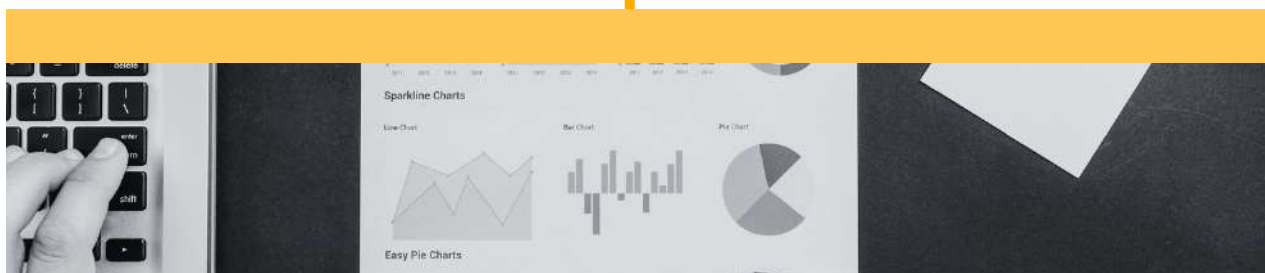
As we grow older, natural changes in memory and cognitive abilities occur, which can affect the learning efficiency of older adults.

## 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 the 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 the 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.

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

## 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 the 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 the participants feel understood and valued.
- Encourage the participants to collaborate and exchange knowledge to take advantage of the wealth of experience in the group.



# WAYS OF REACHING THE TARGET GROUPS

A few ways that can help you reach a group of people 50+:



- Cooperation with NGOs: establish cooperation with NGOs that deal with the support of older people. Offer them joint promotional activities and organization of course presentations for their members or charges.
- Seniors Guide: Place course information in local seniors guides, local newspapers or parish bulletins.
- Cooperation with organizations rooted in local communities (housewives' associations, parish associations, volunteer fire brigades): offer them joint promotional activities and organization of courses presentation for their members or charges.
- Presentations at Senior Centres: Contact your local Senior Activity Centres and ask if you can give a presentation on the courses. This will give you the opportunity to contact potential participants directly.
- Internet and social media: use the Internet and social media to promote courses. Create a website or a dedicated profile on social media platforms where you can publish information about courses, photos, participants' opinions, etc. You can also use paid ads on Facebook or Google to reach specific age groups. Use thematic groups (remember that statistically the level of digitization in the 50+ group is lower than in other age groups).
- Local meetings and events: participate in local events, educational fairs, cultural festivals, where you will be able to talk directly to potential course participants. Distribute leaflets, brochures or business cards with information about the course offer.

# WAYS OF REACHING THE TARGET GROUPS

A few ways that can help you reach a group of people 50+:

- Recommendations from satisfied participants: take care of positive experiences of the course participants. Satisfied participants will be the best ambassadors of your offer and can recommend courses to their friends and family.
- Word of mouth marketing: encourage current participants to recommend courses to their friends. The good image and quality of the courses offered attract new interested parties.
- E-mail campaigns: Build a mailing list of potentially interested participants and regularly send information about current and upcoming courses. Advertising in local media: if your budget allows, invest in advertising in local media, such as radio, television or newspapers.
- Cooperation with employees of health care institutions: contact employees of medical facilities, GPs/family doctors, nurses who can recommend courses to their patients (if you offer them free of charge).



# 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.

## **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.

## **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).

## **CASE STUDY METHOD:**

Description: Studying specific cases to understand various problems and solutions, analyzing and solving real-life problems.

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. Another 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).





### **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: 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).

### **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: 50+ participants 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 50+ participants.
- 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 the 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.).



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.



# DESCRIPTIONS OF THE COURSES

## COURSE NAME

## KEY COMPETENCES FOR PEOPLE 50+: ENTREPRENEURSHIP

### EDUCATIONAL GOALS:

#### The learners gain the knowledge of

- what self-awareness is
- how self-awareness can be improved
- the pillars of inner confidence
- beliefs which hinder and facilitate effective action
- habits that hinder effective action
- habits that facilitate effective action
- basic personality traits
- what a personality profile is
- what the SWOT method is
- self-awareness of own strengths and weaknesses
- patterns and limitations of creative thinking
- tools and principles of creative work
- methods which stimulate creativity
- data confirming the occurrence of climate change and biodiversity loss
- ethical principles and challenges of sustainable development
- the principles and objectives of sustainable development
- what smog is and how it affects life and health
- what water resources are and understanding their importance for the functioning of the planet and people
- the impact of consumption on climate change
- methods and tools to reduce unnecessary consumption
- the financial and non-financial benefits of including environmental measures in a household budget
- price comparison methods and tools
- what a project is

- how to establish project objectives
- what project results/outcomes are and how they should be quantified
- what roles and responsibilities there are in a project
- what a project schedule should include
- what a project budget should include
- what risk management is
- the fact that there are different contexts and opportunities for turning ideas into action in personal, social and professional activities,
- approaches to planning and management of projects, which include both processes and resources
- project management tools
- self-motivation methods and tools

### **The learners acquire the skills to**

- identify one's own beliefs as limiting or facilitating effective action
- take up activities to consolidate beliefs that facilitate effective action
- identify one's own habits as hindering or facilitating effective action
- take up activities to eliminate habits that interfere with effective action
- take up activities to create and consolidate one's own habits facilitating effective action
- prepare the wheel of life
- identify values and life goals
- use the SWOT method
- use the tools of creative work
- apply methods and tools for creative problem-solving
- separate "less obvious" waste
- recognise greenwashing
- create a household budget
- use tools for creating a household budget
- correct estimation and comparison of prices
- make financial decisions relating to cost and value
- use tools and methods to facilitate project planning
- create project elements taking into account processes and resources
- create a risk management plan
- create personal projects including: objectives, results/outcomes, activities, timetable, budget and risks
- use self-motivation methods and tools appropriate to one's needs

**The learners demonstrate the following attitudes:**

- pro-activity,
- empathy and taking care of people and the world,
- accepting responsibility, following ethical approaches throughout the process,
- a sense of initiative and agency,
- being forward-looking, courage and perseverance in achieving objectives,
- creativity which includes imagination, strategic thinking and problem-solving, and critical and constructive reflection within evolving creative processes and innovation,
- the ability to work both as an individual and collaboratively in teams, to mobilize resources (people and things) and to sustain activity.

**Course structure:****1. MODULE – SELF-AWARENESS AND CREATIVITY IN MY LIFE**

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

**2. MODULE – ECOLOGY AND FINANCE IN MY LIFE**

- 2.1 Ethical principles and challenges of sustainable development
- 2.2 Home budget

**3. MODULE – PROJECTS IN MY LIFE**

- 3.1 Turning ideas into plan and action
- 3.2 Personal projects planning



**Characteristics of the target group of the course/prerequisites:**

- description of the target group (taking into account the specificity of the course and conclusions from the testing phase).
- prerequisites (taking into account the specificity of the course and conclusions from the testing phase).

**Description of the target group:**

The course is dedicated to people 50+ who – due to their age – have different learning needs than younger learners. What is more, they may have also different needs connected to some age-related (health) issues: eyesight, hearing impairments or deficiencies, difficulties in memorising, etc.

The target group includes the people 50+ who would like to develop or strengthen their key competence in the field of Entrepreneurship in the non-vocational context. The subject matter (thematic choices) and the course materials are adapted to the needs of the group.

**Prerequisites for the target group:**

There are no requirements as to the level of education and the level of initial knowledge. The additional hours (14 additional hours) planned in the structure of the training course may be used by the teacher to support people who need more time (due to the level of initial knowledge or the size of the group).

**Conclusions from the testing phase:**

The course testing was carried in 1 GROUP of 21 participants in total.

The group consisted of people 60+ (62-78 years of age) and was generally eager to take part in the activities, very active and involved.

The participants had no major problems in learning, but this age group (62-78) is more open to exercises than to theory – so after the first meeting (Module 1.1), the order of some tasks/activities was slightly changed according to the needs of this particular group so that the exercises were more often interspersed with theory and for the next meetings to run smoothly.

**The other testing trials have also been undertaken in two other places (senior clubs) – unsuccessfully:**

The first group consisted of ca. 20 elderly people who, however, turned out not to be able to actively participate due to their age-related deficiencies (short attention span, cognitive problems, showing no interest). The conclusion is that the target group should be composed of the people with enough cognitive capacity to grasp the ideas taught – it is not necessarily always related to age of the participants, however – generally – it may be concluded that the group should be of 50+ and 60+ year olds rather than 80-90 year olds (who are often not even interested in the subject matter of the course).

The second group consisted of 8 women 60+. One meeting took place („Projects in my life”, Module 3) which was very satisfactory for the trainer (as the group was very active and capable). However, the ladies were not interested in the subject of project management and did not want to continue with the classes.

**To sum up:**

As mentioned before, the testing phase revealed that the course participants should have enough cognitive capacity to grasp the ideas taught – it is not necessarily always related to age of the participants, however – generally – it may be concluded that the group should be of 50+ and 60+ year olds rather than 80-90 year olds (who are often not even interested in the subject matter of the course).

Ideally, the profile of the participant would be the person 50+ who is simply eager to learn and genuinely interested in the subject matter of the course, or at least – some of its modules. This way, the learning process would be the most effective.



## REQUIREMENTS FOR THE STAFF CONDUCTING THE COURSE

### Education:

- higher education
- experience in conducting trainings, workshops connected to the subject matter of the course
- knowledge of the principles of adult learning (characteristics of the needs and learning principles of people aged 50+)
- basic knowledge in the field of, among others, personal growth, coaching, psychology, managing (home) finances, project management, and ecology OR the ability to learn fast, grasp new ideas and prepare oneself for the classes thanks to the course materials provided

### Other requirements:

Other requirements for the trainers who will teach the course may include some character traits which will help them do it successfully: patience, tolerance, open-mindedness, eagerness, etc. The person conducting the classes should be sensitive and aware as far as the participants' age-related problems are concerned – knowing what difficulties may occur, he/she should be able to respond and react in an appropriate manner, and to find solutions in case of any problems.



## **RULES FOR ADAPTING THE COURSE TO THE NEEDS AND CAPABILITIES OF THE TARGET GROUP**

(taking into account the specificity of the course and reflections from the testing phase)

### **Advice/tips for the institution organizing the course:**

Relatively spacious classroom/lecture space is required for the participants to be able to work in pairs and groups, and move around quite freely if need be. Assuming that participants might have mobility difficulties, classes should be organized on the ground floor or in a building with an elevator access.

The needed equipment and teaching materials include:

Internet access, multimedia projector for displaying PowerPoint presentations, laptop, paper, markers, flipchart, whiteboard/blackboard, sticky notes and materials mentioned in the description of the exercises in the Trainer's manual.

Teaching aids: notebook, pen.

For some activities: individual smartphone (there can be 1 device for a group of 2-3 people). In case of lack of access to smartphones – exercises can be performed in a different form described in the Manual.

If classroom classes are not possible, part of the course (especially lectures and presentations) can be carried out remotely using remote communication tools.

### **Advice/tips for the person conducting the course:**

As mentioned before, the person conducting the classes should be sensitive and aware as far as the participants' age-related problems are concerned – knowing what difficulties may occur, he/she should be able to respond and react in an appropriate manner, and to find solutions in case of any problems.

This person should be a good observer who will be able to adapt to the unforeseen situations and react in conflict situations.

Loud voice or ability to loud-speaking would also be an asset.

## ALTERNATIVE WAYS OF CONDUCTING THE COURSE, THE POSSIBILITY OF USING OTHER EXERCISES, EXTENDING, NARROWING THE SUBJECT, ETC. (REFLECTIONS ON THE OVERALL WORK ON THE COURSE DEVELOPMENT AND TESTING)

### Alternative course ideas:

The participants gave feedback on the course.  
They mostly commented that it was innovative enough.

Ideas for improvement according to the participants included:

- more time for discussion,
- concrete examples presented in theory with the possibility to practise in class,
- less theoretical content,
- more focus on one method and learning it in practice,
- more time e.g. for writing things down,
- visual changes in presentations (colours, background, readability).

Some exercises may be changed according to the participants' suggestions (e.g. adding some answer categories to the "ecological self-assessment" exercise, changing font sizes, colours in PowerPoint presentations, etc.).

### Other changes may include:

- changing the order of some tasks/exercises according to the needs and preferences of the group – must be adjusted to the given group individually
- changing the way of conducting some exercises – e.g. group work/pair work instead of individual work (or the other way round), based on the observations of the given group
- changing the time devoted to certain exercises – once the trainer knows the group, he/she can adjust the pace to the learners, make some exercises shorter, devote more time to other tasks, etc.

With older learners, the emphasis needs to be put more on the practical aspect of learning process (exercises, tasks, activities, learning by doing, active participation, eliciting knowledge through discussion and brainstorming, peer to peer-learning). What is more, also transferability of the knowledge and skills to learners' everyday life is of great importance.

**COURSE NAME****KEY COMPETENCES FOR PEOPLE 50+:  
PERSONAL, SOCIAL AND LEARNING  
TO LEARN COMPETENCES****EDUCATIONAL GOALS:**

Acquisition of competences (i.e. knowledge, skills and attitudes) by participants in the field of personal, social and learning to learn competences.

**KNOWLEDGE:**

Learn to listen to the other person and ask the right questions

Learn to identify the real needs

Learn to learn

Express oneself with ease in different types of interventions

Know how to reformulate and synthesise

**SKILLS:**

Choose the right method for the situation

Observe and choose appropriate communication channels

Synchronise with the person you are talking to

Strengthen your persuasive skills to give impact to your ideas

Avoid deadlock situations

Develop your critical thinking skills

**ATTITUDES:**

Identify the basis for effective and healthy communication

Develop assertive behaviour in interpersonal relationships

Increase relational effectiveness in communication situations

Develop assertive and constructive communication

Manage sensitive issues and contexts that impact on the quality of the relationship

## COURSE STRUCTURE:

**INTRODUCTION:** measuring the initial level of key competences

### **1. MODULE -The basis of communication (14 DIDACTIC HOURS):**

- 1.1 What is communication? (1 didactic hours), place: lecture room.
- 1.2 The verbal and nonverbal communication (7 didactic hours), place: lecture room.
- 1.3 Develop our assertiveness (2 didactic hours), place: lecture room.
- 1.4 Develop empathy (2 didactic hours), place: lecture room.
- 1.5 The five drivers (2 didactic hours), place: lecture room.

### **2. MODULE -Learn to learn (14 DIDACTIC HOURS):**

- 1.6 Different learning styles (3 didactic hours), place: lecture room.
- 1.7 How to memorize (VAKOG) (2 didactic hours), place: lecture room.
- 1.8 Critical thinking. (3 didactic hours), place: lecture room.
- 1.9 How to use information. (3 didactic hours), place: lecture room.
- 1.10 Develop our motivation to learn (3 didactic hours) place: lecture room.

### **3. MODULE – Time management (10 DIDACTIC HOURS):**

- 5.1 Time blockers and stress management (3 didactic hours), place: lecture room.
- 5.2 Define and prioritize your activities (3 didactic hours), place: lecture room.
- 5.3 Plan your activities (2 didactic hours), place: lecture room.
- 5.4 Plan for the future without any stress (2 didactic hours), place: lecture room.

### **4. MODULE – Conflicts management (12 DIDACTIC HOURS):**

- 4.1 The different types of conflicts (2 didactic hours), place: lecture room.
- 4.2 The different reactions face to conflicts and how to change the negative actions (3 didactic hours), place: lecture room.
- 4.3 Our needs to live in harmony (3 didactic hours), place: lecture room.
- 4.4 Self-confidence and resilience (4 didactic hours), place: lecture room.

**CONCLUSION:** measuring the final level of key competences

### **CHARACTERISTICS OF THE TARGET GROUP OF THE COURSE/PREREQUISITES:**

- description of the target group (taking into account the specificity of the course and conclusions from the testing phase).
- prerequisites (taking into account the specificity of the course and conclusions from the testing phase).

### **DESCRIPTION OF THE TARGET GROUP:**

The course can be delivered to people over 50 and less than 70 years old. It is useful for people working in a company or people acting as volunteers in an association.

### **PREREQUISITES FOR THE TARGET GROUP:**

Basic literacy skills, e.g. in the case of non-native speakers of the local language/migrants etc.

### **CONCLUSIONS FROM THE TESTING PHASE:**

During the testing phase, we delivered the course to three different target groups. The first one was composed with working people from 52 to 74 years old. The second group was composed with people acting as volunteers in an association which aims is to help the migrants arriving in Saumur. The third group was composed with retired people. We noticed that for the people who work in a company or who act as volunteers, the course was very appreciated. But for the elderly people, it was not the same. The communication phase was well appreciated but the time management and the conflicts management didn't really interest them.

### **REQUIREMENTS FOR THE STAFF CONDUCTING THE COURSE**

#### **EDUCATION:**

For the first part of the course, the trainer should have a good knowledge of the different communication theories (PNL, Transactional Analysis) and should know different principles (Maslow, Vroom...)

The rest of the course can be led by a trainer with knowledge and experience in andragogy.



**OTHER REQUIREMENTS:**

The trainer should not be too young. People over 50 can sometimes feel offended if the speaker is too young, assuming – perhaps wrongly – that a younger speaker does not know as much as they do.

**RULES FOR ADAPTING THE COURSE TO THE NEEDS AND CAPABILITIES OF THE TARGET GROUP**

(taking into account the specificity of the course and reflections from the testing phase)

**ADVICE/TIPS FOR THE INSTITUTION ORGANIZING THE COURSE:**

When selecting participants, make sure that they have read the programme, as this is a course where people have to talk about themselves. They must be willing to play the game.

**ADVICE/TIPS FOR THE PERSON CONDUCTING THE COURSE:**

Do not hesitate to involve the trainees, it should not be a lecture, otherwise people will lose interest in the content. Theoretical contributions should be alternated with discussion, role-playing and simulation.

Do not get personally involved, we are there to present principles and theories and not to solve the personal problems of the participants.

Do not force the participants to express themselves if they do not feel ready.

**Alternative ways of conducting the course, the possibility of using other exercises, extending, narrowing the subject, etc. (reflections on the overall work on the course development and testing) – no limit of characters.**

The trainer can choose the order of the modules. He/she is not obliged to do all the modules. He/she can pick up just a module if it corresponds to the needs of their trainees.

**COURSE NAME****KEY COMPETENCES FOR PEOPLE 50+:  
DIGITAL COMPETENCES**

This course was carried out with more than 15 adults divided into several groups and carried out several sessions during the months of December 2022, and January and February 2023.

**EDUCATIONAL GOALS:**

- Acquisition of competences by participants in the field of digital competences.
- Security, problem solving, information and data literacy, digital content creation, communication and collaboration.

**KNOWLEDGE TO BE GAINED:**

- Learn about the creation of multimedia content and the necessary digital tools.
- Navigate, search and filter data, information and digital content.
- Interact through digital technologies.

**COMPETENCES TO BE OBTAINED:**

- Create and promote personal brands efficiently.
- Autonomously manage digital identity, as a concept, guide and outcome.
- Manage risks and use digital technologies safely and responsibly.
- Identify and take responsibility for the role adult learners want to play in their community and society.

**ATTITUDES TO BE GAINED:**

- Proactivity.
- Creativity to create new content or draw new conclusions.
- Ability to work in a team.

## **COURSE STRUCTURE:**

The course will consist of the following parts and modules:

- **INTRODUCTION**

### **1. SAFETY**

- 1.1 What is safety?
- 1.2 Cyberbullying
- 1.3 Protection devices
- 1.4 Taking care of our digital footprint
- 1.5 Protecting the environment

### **2. PROBLEM SOLVING**

- 2.1 What is "problem solving"?
- 2.2 The four problem-solving techniques
- 2.3 Identification of technological needs and responses
- 2.4 Identifying Digital Competence gaps

### **3. INFORMATION AND DATA LITERACY**

- 3.1 What is "information and data literacy"?
- 3.2 Navigating, searching and filtering data, information and digital content
- 3.3 Evaluating data, information and digital content
- 3.4 Fake News

### **4. CREATION OF DIGITAL CONTENT**

- 4.1 Creation of digital content
- 4.2 Integration and re-elaboration of digital content
- 4.3 Copyright and licensing

### **5. COMMUNICATION AND COLLABORATION**

- 5.1 Interacting through digital technologies.
- 5.2 Sharing through digital technologies
- 5.3 Collaborating through digital technologies
- 5.4 Managing digital identity

## **CHARACTERISTICS OF THE TARGET GROUP OF THE COURSE/PREREQUISITES**

- description of the target group (taking into account the specificity of the course and conclusions from the testing phase).
- prerequisites (taking into account the specificity of the course and conclusions from the testing phase).

## **DESCRIPTION OF THE TARGET GROUP:**

The target group includes people over 50 years old who wish to develop or reinforce their key competences in the field of digital skills in a professional and personal context. The course syllabus and materials are adapted to the needs of the group.

This course is mainly aimed at adults (over 50 years old) who are interested in developing their digital competences either for personal or professional reasons.

## **PREREQUISITES FOR THE TARGET GROUP:**

A1 level (beginner) in all competences of the DigCompEdu Framework (no certification required).

Spoken and written knowledge of the local language.

## **CONCLUSIONS FROM THE TESTING PHASE:**

As a conclusion, it can be stated that the degree of satisfaction has been very high and the participation has led to very interesting debates and reflections, since we have all learned from each other through the content but also through the personal experience that we have had in the past.

## **REQUIREMENTS FOR THE STAFF CONDUCTING THE COURSE**

### **EDUCATION:**

Professionals in the field of training or teaching, and with knowledge of digital skills and ICT.

### **OTHER REQUIREMENTS:**

Good level of use of technological equipment such as computers, smartphones.

## **RULES FOR ADAPTING THE COURSE TO THE NEEDS AND CAPABILITIES OF THE TARGET GROUP**

(Taking into account the specificity of the course and reflections from the testing phase)

### **ADVICE/TIPS FOR THE INSTITUTION ORGANIZING THE COURSE:**

A large space is needed so that the participants can work in pairs and groups.

Taking into account that the participants may have mobility difficulties, classes should be organised on the ground floor or in a building with a lift.

Equipment and teaching materials required include: Internet access, multimedia projector to show PowerPoint presentations, laptop, paper, whiteboard/blackboard.

Teaching materials: notebook, pen.

For some activities: individual smartphone (there can be 1 device for a group of 2- 3 persons). In case of lack of access to smartphones, the exercises can be done in another way described in the Manual.

If face-to-face classes are not possible, part of the course (especially lectures and presentations) can be done remotely using remote communication tools.

### **ADVICE/TIPS FOR THE PERSON CONDUCTING THE COURSE:**

To provide a clear-cut overview of the project.

To deliver a fractionated explanation of the course programme and schedule.

To take sure that both obligations and rules to be followed by the participants during the training period are clearly explained to them.

To encourage the participants to express their thoughts and doubts.

To use the visual presentations as supporting tools to keep the participants engaged.

To make sure that the participants understand the content offered.

To encourage asking questions and promote discussion at certain moments.

To break up information to avoid cognitive overload.

To provide feedback when necessary.

To be flexible when delivering the training.

To promote participation and motivation.

To create a dynamic, involving and collaborative environment by means of the practical activities.

To pay attention to the needs and doubts of the participants at all times.

**ALTERNATIVE WAYS OF CONDUCTING THE COURSE, THE POSSIBILITY OF USING OTHER EXERCISES, EXTENDING, NARROWING THE SUBJECT, ETC. (REFLECTIONS ON THE OVERALL WORK ON THE COURSE DEVELOPMENT AND TESTING)**

**ALTERNATIVE COURSE IDEAS:**

Since this course is mainly for adults over 50, the methodologies and ways of teaching the course should be adapted to the abilities of this group of people. Young students and teenagers with a study habit could, for example, participate without problem in a course in which the lectures are almost 100% theoretical. In this case, as these people may not have this habit, it is recommended to adapt the course and give practical classes almost entirely, in order to be able to cover the needs of the participants.



**COURSE NAME****KEY COMPETENCES FOR PEOPLE 50+:  
LITERACY****EDUCATIONAL GOALS:**

Competences (i.e. knowledge, skills and attitudes) that the course covers in the field of literacy

**Knowledge:** Learning objective for knowledge is raised awareness of use of language in different contexts, awareness of the levels of the language and its impact on the person receiving the message.

**Skills:** Learning objective for skills is increased ability to process and reproduce information, writing correct texts that reach the intended results, and mastering different forms of literacy that are needed in effective communication and active citizenship.

**Attitudes:** Learning objective for attitudes is the increased feeling of being able to affect events surrounding one's own life both at work and outside work through the acquired skills, empowerment.

**COURSE STRUCTURE:**

Pre-module work – mapping of skills, interviews and practical exercises that enable the trainer to adjust the course material to the learners.

**1. MODULE - Language in different contexts – describing events and situations**

- 1.1 Get to know each other/ice breakers
- 1.2 Assessing the needs and expectations with a self-assessment tool.
- 1.3 Awareness of the levels of the language.
- 1.4 Writing exercises
- 1.5 Individualized work on correct form and grammar
- 1.6 Evaluation of the module, group conversation and self-assessment tool.

## **2. MODULE – Understanding contracts and agreements, writing guidelines and instructions**

- 2.1. Assessing the needs and expectations with a self-assessment tool.
- 2.2. Finding a bargain – cell phone contracts and/or utility bill contracts
- 2.3. Producing an individual word bank for modules 2-4.
- 2.4. Giving oral and written instructions. Planning a trip, understanding schedules, tables and grids
- 2.5. Evaluation of the module, group conversation and self-assessment tool

## **3. MODULE - Literacy and active citizenship.**

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

## **4. MODULE – Information and disinformation, social media.**

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

## **5. MODULE – Presentations and public speaking/writing**

- 5.1 Assessing needs and expectations with self-assessment tool
- 5.2 Sharing experiences and brainstorming for presentations
- 5.3 City hall exercise on Padlet (or similar)
- 5.4 Final presentations
- 5.5 Evaluation and assessment of the module and course as a whole



**CHARACTERISTICS OF THE TARGET GROUP OF THE COURSE/PREREQUISITES:**

- description of the target group (taking into account the specificity of the course and conclusions from the testing phase).
- prerequisites (taking into account the specificity of the course and conclusions from the testing phase).

**DESCRIPTION OF THE TARGET GROUP:**

The main user group for this course is learners over 50 years of age.

This literacy course will benefit learners who wish to learn to express themselves better, both orally and in writing. By allowing the learners to activate their already existing passive skills, and at the same time improve their understanding of the importance of literacy skills in the society, the course provides timely and relevant material for the target group. The course material can be used, and was tested with second language users, and the learning content can easily be used in combination with practically-oriented digital skills courses.

A typical learner at this course has finished either a primary school, or a secondary school education, and has their work experience from positions where demand for oral reporting and text production has followed a relatively predictable and simple format, usually with little room for improvisation. The learner may be especially motivated to learn because they have experienced literacy-related challenges in their daily lives, or are facing new tasks at work. They may want to enter employment or participate more actively in the civic society, but feel they need to improve their skills on this field in order to succeed.

The course material is specifically directed at older learners (50+), because this group will have a different set of age, health and life situation-related challenges than younger learners. Their learning processes may be different from younger learners. Older learners may also have had limited opportunities for participation in classes offered by employers, either due to active exclusion, or lack of motivation ("I am going to retire soon anyhow, and this is difficult").

### **PREREQUISITES FOR THE TARGET GROUP:**

There are no requirements for the initial level and skills for the learner. If the learner is a second language user, they should have both written and spoken skills at least on A2-level. However, there are older learners with migrant background who score low at the formal language tests, but have acquired good, practical communication skills that have enabled them to participate in work life and/or civic society in their current country of residence, that can still benefit from this course.

Applicants from a higher academic background, may not find the material applicable to their needs, and in the worst case heighten the struggles of the rest of the group who would otherwise see the great benefit from this course.

### **CONCLUSIONS FROM THE TESTING PHASE:**

The course was tested in conjunction with ten 50+ members from two Oslo-based women's organisations, Gaper (Ugandan women's organisation) and Somali Selvhjelp (Somali organisation for women and children). When the piloting took place, all the participants of the course had lived in Norway for over ten years. The majority of the participants were either working, or taking part in daytime training programmes, offered by The Norwegian Labour and Welfare Administration, that prepared them for participation in the labour force.

The piloting took place in a space in the immediate vicinity of the Grønland subway station over five evenings in February and March 2023. The space was easy to access, and the participants could relax on sofa-groups and had the use of a kitchen when needed. We noticed that the possibility to move around from one designated sphere to another, of their own volition, was beneficial for the learners. This was especially evident when they worked with concentration-heavy tasks, and needed breaks.

We learned that the emphasis on practical digital skills was important for the successful implementation of the literacy course plan. It should also be noted that the trainer should be prepared to support the learners with digital skills alongside the actual course content. The learners appreciated the opportunity to improve their digital skills greatly, and had already experienced at work that digital and literacy skills go hand-in-hand in the modern reality.

We also learned that the emphasis should be in practical assignments rather than theory, long presentations, or literary analysis. The course material was adjusted accordingly after we received this feedback during the piloting.

The trainer should pay close attention to the learner's individual needs and what they share about their life situation in the class. The writing assignments should be as relevant to their current life situation as possible. If the learner talks about a current issue, like needing to write a complaint to the housing unit about neighbors who play loud music at nights, this will be a perfect assignment to brainstorm around and train on. This will create a more engaging environment for the learners, than having them following the course plan in detail.

Due to prevailing weather conditions, we were unable to make the planned excursion, an important part of the module 3, to the library during the piloting. However, we did manage to work on active citizenship from another perspective. A young Oslo politician wished to visit and observe our classes, so we included her in the plan. The participants were prepared for the meeting, they presented themselves, voiced concerns and asked direct questions about the policies of her party specifically and the actions of the city council in general. We discussed the visit with the group afterwards. The participants were pleased with her visit, and thought that some of the barriers with contacting official authorities and politicians were lowered. They now felt that their concerns and suggestions for improvement were given an avenue for validation, not only because they had received training from us, but because they felt listened to. We learned that including the outside world, not only as a theoretical concept, but as a place for them to visit (or to receive visitors to the class like during the piloting), was a very meaningful part of the course for the learners.

Breaks and meaningful social contact was important for our learners. The organisation who provided the space made sure there was coffee, tea, fruit and biscuits available, and the participants could arrive early and start the class after having socialized with each other.



## REQUIREMENTS FOR THE STAFF CONDUCTING THE COURSE:

### EDUCATION:

The trainer should have a higher education degree (bachelor or master) from a relevant field, and familiarity with the needs of the older learners.

They should have a good understanding of grammar, stylistic choices and enough experience and confidence that they can adjust the material so it fits the needs of groups with different profiles. For instance, a group consisting of retired industrial workers will probably have different needs and challenges than a group consisting of kindergarten assistants with 10 years left at work.

### OTHER REQUIREMENTS:

The trainer must be reasonably well-travelled in the digital world and feel comfortable with taking new apps and software in use when the need arises. They need a basic understanding of how online information is produced and should be confident in helping the participants in finding information online.



### **Methods and tools for promoting the course among the target group:**

In Norway, the senior population is reasonably tech savvy and can be found at the same social media platforms as the generations right below. Advertising events and classes on Facebook is not costly, and the ads can be targeted to specific age groups and interests. However, we have experienced that reaching the participants is easier if there is a trusted person doing the recruiting, and the snowball method (described in the section “Conclusions from the testing phase”) gave us results under the piloting.

The course can be promoted via interest organisations for the elderly, or the retiree community. Meeting up physically at the activity centers and talk about the course will be a great method for this target group, an opportunity to ask questions and the arranging organisation giving a face for the learning experience will diminish the threshold for those who are unsure about joining a class.

### **Methods and tools of recruitment and selection of the participants:**

The initial rough selection would be based on the age of the applicant. We would recommend having an interview with the interested participants individually. This interview is of course only applicable if the resources available allow for this. An interview guide is attached with the course material. This will give a good opportunity for the participants and the interviewer to clarify any misunderstandings about the intention and contents of the course, before it starts, and also to confirm that the participant has the right profile for the course.



## CONCLUSIONS FROM THE TESTING PHASE:

In our piloting phase, we cooperated with two voluntary organisations that were already participating in other courses provided by MiA. The community organizers took care of recruiting the individuals for the classes from their own ranks using the snowball method. They inform the potential participants by sending group mails, using writing message groups (WhatsApp), and even giving a personal telephone call to some (which is still a preferred method for contact for many seniors, especially among the migrant population). Those contacted in this way might know of someone who would appreciate access to a course of this nature.

From previous experience we know that the drawback with this method is that some participants may acquire a misapprehension about the intention of the course. The information may have changed during the process of having been re-told by several people, and there may be general confusion as to who is responsible for what during the running of the classes.



## **RULES FOR ADAPTING THE COURSE TO THE NEEDS AND CAPABILITIES OF THE TARGET GROUP**

(taking into account the specificity of the course and reflections from the testing phase)

### **ADVICE/TIPS FOR THE INSTITUTION ORGANIZING THE COURSE:**

- Be prepared for phone calls. The older participants may not be comfortable with contacting you by digital means.
- Accommodate for different needs and mobility issues, find functioning spaces and take into account that there might be a need for adjustments like pillows or special chairs.

### **ADVICE/TIPS FOR THE PERSON CONDUCTING THE COURSE:**

The material for trainers enables trainers and other educators to use the five modules separately or as a comprehensive course. The modules can also function as units for a course comprised of various cross-thematic modules of the KK50+ project. The course material is light on theory, and heavy on practical exercises, and both the content and the time use can be modified freely according to the learners' interests and needs.

- Listen to your learners! Older learners have a considerable amount of both work and life experience.
- Keep it concrete. Anchor the course material and exercises to something tangible rather than theory in order to keep everything relevant for the group at hand.
- Familiarize yourself with books or online material that can be used to support the linguistic issues that the learners may have in your local language. Presenting learning resources like this will give the learners an opportunity for self-study after the literacy classes are finished.

**ALTERNATIVE WAYS OF CONDUCTING THE COURSE, THE POSSIBILITY OF USING OTHER EXERCISES, EXTENDING, NARROWING THE SUBJECT, ETC. (REFLECTIONS ON THE OVERALL WORK ON THE COURSE DEVELOPMENT AND TESTING)**

**ALTERNATIVE COURSE IDEAS:**

The literacy course gives a lot of freedom for the trainer to adjust the content after the participants' actual needs. For example, the exercise 2.2 "Finding a bargain" in Module 2 was not interesting for the piloting group. Instead of comparing utility bills and cell phone abonnements, we systemized and compared return policies of major stores, because this was something that engaged the participants.

Some of the literacy modules suit well as supplements for other courses. For instance Module 3 – active citizenship will work well in any course where the goal is to improve local democracy and participation in the population, and could be used by an introductory unit for voluntary organisations.

Module 5 – presentations and public speaking can be used at work places or senior centers as a preparation for an outreach event or a special celebration where the employees/users are expected to speak in public to an audience.





# POSSIBLE WAYS TO COMBINE THE COURSES OR THEIR MODULES

## 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

## 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.

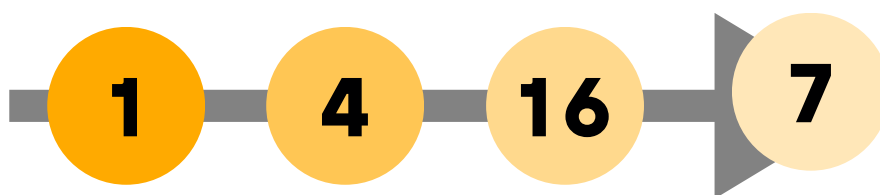
### 17. MODULE – Presentations and public speaking/writing, Space: classroom activity ca. 8,5 d.h.

- 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

## 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 Competences Course,
- Module 16 - "Information and disinformation, social media" from the Literacy Course,
- and Module 7 - "Digital content creation" from the Digital Competences Course, respectively – in this order.



The contents of the above-mentioned modules combined in this way can create a brand new course which aims at enabling the learners to take their first steps in creating their own brand on the Internet by learning about such things as strengthening own creativity, cyberbullying/Internet safety, digital footprint, creating your own digital content, information and disinformation, as well as functioning in social media.

## 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.



The contents of the above-mentioned modules combined in this way can create a brand new course which is based on the idea of the personal growth and aims at enabling the learners to have the journey to their inner selves by learning about such things as self-awareness, one's strengths and weaknesses, creativity, successful communication, types of conflicts, conflicts resolution, etc.

### 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.

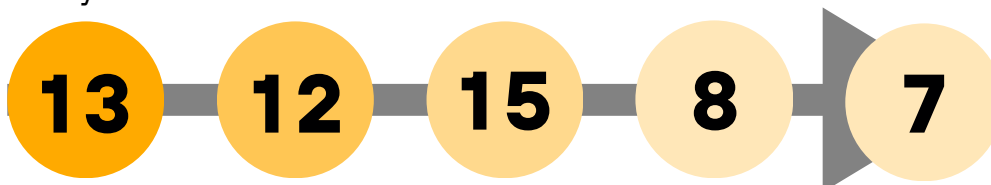


The contents of the above-mentioned modules combined in this way can create a brand new course which is based on the idea of intertwining the practical aspects of the chosen modules, i.e. "How to plan a trip?", "How to write an invitation?", "How to make a Gantt chart?", "How to plan your own project?", e.g. renovation of the bathroom, etc.

### 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" from the Digital Competences Course, respectively – in this order.



This course proposal will give tools for the learner who wants to join the civic life in a proactive manner. Awareness of language levels, finding routes for making a change in your surroundings and understanding conflict and conflict resolution will prepare them for the communicative requirements in both real and digital world, including digital content creation, understanding of which is more and more important for anyone wanting to have their voice heard and advocating their case in the society.

## 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, respectively – in this order.

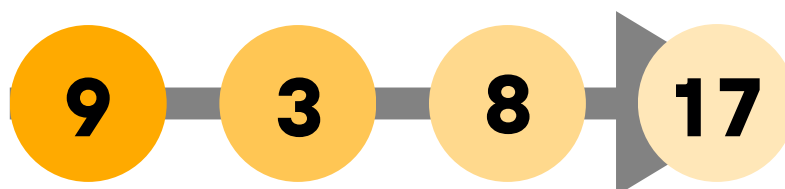


This course is meant to empower the learner by giving them tools for responsible economical and ecological planning of their daily life. The online safety course will also give awareness of environmental thinking in the digital context, a subject much too often ignored when talking about the future solutions for a greener world.

## 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, respectively – in this order.



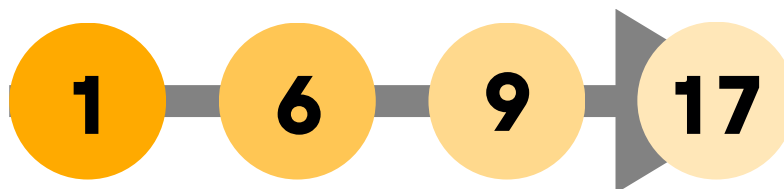
This course proposal combines basic communication and collaboration skills with project management and presentation skills. It is a course designed for a learner who wants to understand how to improve their confidence, plan something from start to finish by using digital collaboration tools, and present their projects in an effective manner. This course would also function well for job seekers who need more confidence in the often demanding process of coming back into the labour force.

## **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, respectively – in this order.

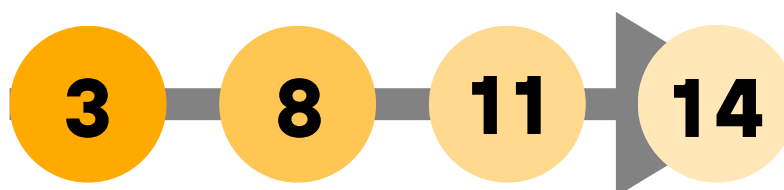


## **COURSE PROPOSAL NO. 8: "BECOMING A BETTER WORK-ORIENTED VERSION OF MYSELF"**

(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, respectively – in this order.

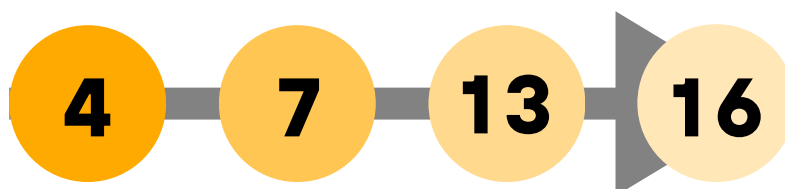


### **COURSE PROPOSAL NO. 9: “COMMUNICATING WITH FAMILY OR FRIENDS WITH INTERNET”**

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

The new course combines the following Modules:

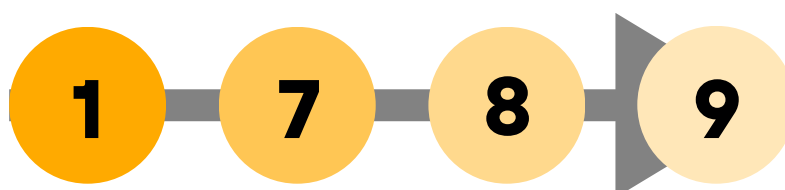
- Module 4 – “Safety” from the Digital Competences Course,
- Module 7 – “Digital content creation” from the Digital Competences Course,
- Module 13 – “Language in different contexts” from the Literacy Course,
- Module 16 – “Information and disinformation, social media” from the Literacy Course, respectively – in this order.



### **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, respectively – in this order.

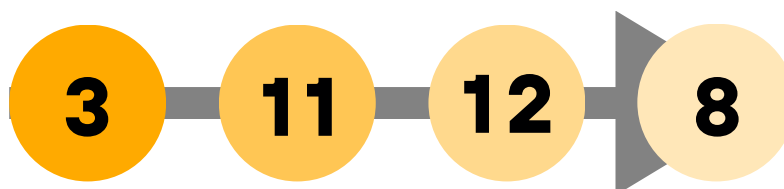




### **COURSE PROPOSAL NO. 11: "PERSONAL FULFILMENT: THE KEY TO SUCCESS"**

The new course combines the following Modules:

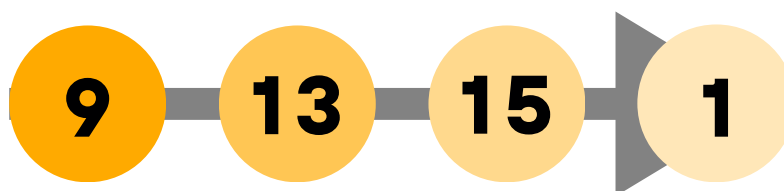
- Module 3 – "Projects in my life" from the Entrepreneurship Course,
- Module 11 – "Time management" from the Personal, Social and Learning to Learn Competences Course,
- Module 12 – "Conflict management" from the Personal, Social and Learning to Learn Competences Course,
- Module 8 – "Communication and collaboration" from the Digital Competences Course, respectively – in this order.



### **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, respectively – in this order.



# ADDITIONAL ELEMENTS

## Additional elements/exercises/materials that can be used:

Group acquaintance + "icebreaker"



### "Find someone who..."

The trainer introduces himself/herself to the group and proposes an "icebreaker" game - "Find someone who..."

Each person gets a "Find someone who..." sheet, e.g. has a cat, likes to get up very early, doesn't like tomatoes, knows how to ride a bike, has a special hobby, etc. (The number of questions may depend on the size of the group). The task of the participants is to find someone among other people who meets the given condition and enter the name of this person in their card. In this way, the participants get to know each other – their names, and learn something about themselves.

The game ends when everyone completes all the fields on their cards.

The example "Find someone who..." worksheet is available in the Materials for the participants of the Entrepreneurship course.

### Physical exercises/stretching

The good idea is to introduce some easy physical activities in between other tasks (if there are no health contradictions) to help the learners relax from the intellectual part/theoretical input. This can be also organized outdoors if possible.

Additional exercise for improving cognitive functions

Write the first names next to the given surnames of famous people (the names of well-known personalities from the world of sport, culture, politics or science have been placed on the page):



..... **Curie-Skłodowska**

..... **Chopin**

..... **Wałęsa**

..... **Lewandowski**

..... **Wajda**

..... **Einstein**

The exercise can be adjusted to the realities of other countries (by listing the names of the famous people from the certain country), including, of course, the partnership countries – Spain, France and Norway, or it can be made in a more neutral way if it contains the names of the world-known and recognizable people (e.g. Marlon Brando, Stephen King, Tiger Woods, Frank Sinatra, etc. – there are endless possibilities).

It can be longer or shorter (more names/fewer names) – the above-mentioned names of six famous people are only the example.

### **ADDITIONAL IDEAS APPLYING MAINLY TO DIGITAL COMPETENCES COURSE:**

Create an email account: Ask the participants to create an email account and send emails to other course the participants or their friends and family. This will allow them to practice using email and also to communicate with other users.

Create a document or presentation: Ask the participants to create a document or presentation using productivity tools such as Microsoft Word, PowerPoint or Google Docs. This will allow them to practice creating and editing documents, as well as using formatting tools.

Using social networks: Ask the participants to create a profile on a social network and post an update, share a photo or video, or interact with friends and family online. This will allow them to practice using social networks and also communicate with other users.

Participate in a video conference: Organise a group video conference so that the participants can practice their ability to use video conferencing applications. Encourage the participants to interact with each other and share their experiences.

## **Energizer/intermission activity**

### GAME - Story cubes

At some point, the trainer stops work when all of the participants have reached a certain stage (e.g. halfway) and orders a break for an energizer game. This will allow the participants to take a break and "refresh" their heads.

To play the game, you will need story cubes, which you can buy in advance or prepare yourself (e.g. made of paper/cardboard). Each dice (traditionally there are 9 of them) has a different picture on each side. The fun is to roll the dice and start telling a story, e.g. starting with the words "Once upon a time...". Have each person say one sentence that will contain one symbol from the dice. In this way, all the participants create a story/tell one story. If there are more participants than dices, roll them again and continue the story. The game will give the participants energy and stimulate creativity.

# **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 the 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 the participants.
- Flexibility and customization. Teachers should be flexible and ready to adapt their approach to the needs and preferences of the 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 the 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 the 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 the participants and adjust the material and learning pace accordingly.
- Ability to build relationships. Teachers should be able to build positive relationships with the 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 the 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 the 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 the 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 the 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 the 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 the participants in decisions regarding the teaching material and approach to learning.

**16.** Create a friendly and supportive learning environment.

**17.** Encourage the participants to share their interests and passions.

**18.** Introduce elements of humour to make the 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 the participants' progress.



**22.** Pay attention to individual progress of the participants and recognize their achievements.

**23.** Encourage the participants to formulate questions and actively search for answers.

**24.** Consider one-on-one support for the participants who need extra help.

**25.** Support the development of social skills such as teamwork and communication.

**26.** Use mnemonics to help the participants remember important information.

**27.** Be open to feedback from the participants and be ready to adjust your approach.

**28.** Maintain enthusiasm and commitment to teaching by inspiring the 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 the 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 the 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 programme to the individual needs and goals of the participants.
- Minimizing measures: Motivating the 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 the 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 the participants' opinions in order to introduce corrections.



# MONITORING THE QUALITY OF COURSES FOR PEOPLE AGED 50+

## Examples of methods and tools for monitoring the quality of courses:

- Participant assessment surveys: preparation of evaluation surveys that the participants complete after the training, evaluating various aspects such as the quality of the content, the conduct of the classes, and the degree to which their expectations have been met.
- Interviews and individual interviews with the participants: conducting structured interviews or informal conversations with the participants after the training to obtain detailed feedback on their experiences, needs and expectations.
- FGI – Focus Group Interview: group interview with the participants after the training to learn more about their experiences and gain more insightful feedback and suggestions.
- Trainer's observations: the trainer monitors and evaluates the progress of the participants during the training, identifies areas that need improvement and provides feedback to the participants.
- Testing knowledge before and after the training (pre- and post-tests): carrying out knowledge and skills tests both before and after the training to measure the level of knowledge and skills acquired.
- Learning portfolios: Create a learning portfolio in which the participants present their achievements and work done during the training.
- Practice tests: The use of practice tests where the participants demonstrate their skills in practice.
- Mind maps: Using mind maps to visualize and analyze the information acquired by the participants.



- Debriefing sessions: organizing debriefing sessions after each part of the training, during which the participants can exchange their observations and reactions to the presented content.
- Monitoring attendance and engagement: tracking attendance in classes and the level of activity and involvement of the participants during the training.
- Trainer reports: Regular reports from the trainers, who evaluate the participants' progress, their attitudes and commitment, and recommendations for further development.
- Participant self-assessment: encourage the participants to self-assess their progress and commitment to the training through regular reflection and completion of progress logs.
- Comparing results with expectations: assessing how well the participants' performance meet their expectations from before starting the course. This can be achieved by analyzing the initial surveys completed before the training.



- Video recordings: recording of training sessions upon the consent of the participants and analysis of the recordings to assess the quality of training, conduct of classes and the participants' involvement.
- External audits: using the services of independent experts to audit the quality of training to assess its compliance with the assumptions, effectiveness, and educational goals achievement.
- Benchmarking: comparing the quality of training with other educational programmes available on the market to assess your place among the competition and adjust the offer to the needs of the participants.
- Knowledge retention rates: monitoring how well the participants retain the acquired knowledge and skills after the end of the training to assess educational effectiveness.
- Indexes and indicators of satisfaction and commitment: the use of various indicators and indexes to assess the overall level of satisfaction and involvement of the participants during the training.

# 'IDI' AND 'FGI' AS METHODS TO SUPPORT THE EVALUATION PROCESS

## In-Depth Interview (IDI) Scenario with a Training Participant Over 50

### Important Guidelines for the Interviewer:

Duration: Plan for the interview to last approximately 45 to 60 minutes to allow for a thorough discussion.

Location: Choose a quiet, private and comfortable location for the interview. It could be a dedicated office space, a meeting room, or a virtual meeting platform.

### Introduction:

- Interviewer: Good [morning/afternoon]. Thank you for taking the time to meet with us today. We would like to have an in-depth conversation with you regarding your recent training experience and your training needs. Your input is invaluable in helping us improve our training programmes. Is this a convenient time for you to talk?

### Section 1: Participant's Training Experience

- Interviewer: To begin, could you please tell us about the training programme you recently completed? What was the title and duration of the training?
- Participant: [Participant's response]
- Interviewer: How did you initially learn about this training opportunity and what motivated you to participate?
- Participant: [Participant's response]
- Interviewer: Can you describe your overall experience during the training? Were there any specific aspects of the training that stood out to you as particularly positive or negative?
- Participant: [Participant's response]

## Section 2: Training Needs Assessment

- Interviewer: Moving forward, we are interested in understanding your training needs better. What are your current educational, professional or personal goals or areas of focus that led you to pursue this training?
- Participant: [Participant's response]
- Interviewer: Have you identified any specific skills or knowledge gaps that you believe this training was meant to address? If so, please elaborate.
- Participant: [Participant's response]
- Interviewer: Were your expectations met during the training? Were there any topics or areas that you hoped would be covered but were not?
- Participant: [Participant's response]

## Section 3: Assessment of the Training

- Interviewer: Now, let's discuss the training itself. How would you rate the overall quality of the training programme on a scale from 1 to 10, with 1 being very poor and 10 being excellent? Please explain your rating.
- Participant: [Participant's response]
- Interviewer: Were there any specific training materials, methods, or instructions that you found particularly effective or ineffective?
- Participant: [Participant's response]
- Interviewer: In your opinion, how could the training programme be improved to better meet the needs of participants like yourself?
- Participant: [Participant's response]

## Conclusion:

- Interviewer: Thank you for sharing your insights. Your feedback is crucial in helping us refine our training programmes. Is there anything else you would like to add or any recommendations you have for us based on your experience?
- Participant: [Participant's response]
- Interviewer: We appreciate your time and valuable input. Your feedback will contribute to the enhancement of our training offerings. If you have any further thoughts in the future, please don't hesitate to reach out. Thank you once again.



# Focused Group Interview (FGI) Scenario with Training Participants Over 50

## Important Guidelines for the Facilitator:

Duration: Ideally, the group interview should last between 60 to 90 minutes. Ensure you have enough time to cover all discussion points.

Location: Conduct the interview in a quiet, comfortable and private setting to encourage open and honest discussion. It could be a conference room, a virtual meeting platform, or any place where participants feel at ease.

Group Dynamics: Pay attention to the dynamics within the group. Encourage all participants to share their thoughts and ensure that no one dominates the conversation. Use facilitation techniques to manage group dynamics if needed.

## Introduction:

- Facilitator: Good [morning/afternoon], everyone. Thank you for joining us today. We're here to have a focused group discussion about your recent training experience and your training needs. Your feedback is essential in helping us improve our training programmes. Is everyone comfortable and ready to begin?

## Section 1: Participants' Introduction

- Facilitator: Let's start by going around the room and briefly introducing ourselves. Please share your name and a sentence or two about your background or experience related to the training you have recently completed.
- Participants: [Each participant introduces themselves]

## Section 2: Training Experience

- Facilitator: Now, let's discuss the training programme you have recently completed. Can you share your thoughts on what motivated you to participate in this particular training?
- Participants: [Participants share their motivations]
- Facilitator: What were your expectations when enrolling for the training, and did the training meet those expectations? Please provide specific examples if possible.
- Participants: [Participants discuss their expectations and whether they were met]

### Section 3: Training Needs Assessment

- Facilitator: Moving forward, we're interested in understanding your training needs better. Could each of you identify specific skills or knowledge gaps that you believe this training was meant to address?
- Participants: [Participants discuss their training needs and gaps]
- Facilitator: Were there any areas or topics that you hoped would be covered during the training but were not? If so, please share those.
- Participants: [Participants discuss any unmet training expectations]

### Section 4: Assessment of the Training

- Facilitator: On a scale of 1 to 10, with 1 being very poor and 10 being excellent, how would you rate the overall quality of the training programme? Please explain your rating.
- Participants: [Participants share their ratings and explanations]
- Facilitator: Were there specific training materials, methods, or instructions that you found particularly effective or ineffective? Please share your thoughts.
- Participants: [Participants discuss effective and ineffective aspects of the training]

### Section 5: Suggestions for Improvement

- Facilitator: In your opinion, how could the training programme be improved to better meet the needs of participants like yourselves? Do you have any suggestions or recommendations?
- Participants: [Participants provide suggestions and recommendations]

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### Conclusion:

- Facilitator: Thank you all for your valuable insights and contributions to this discussion. Your feedback will play a vital role in enhancing our training offerings. Is there anything else anyone would like to add or any final thoughts before we conclude?
- Participants: [Participants share their final thoughts, if any]
- Facilitator: We appreciate your time and thoughtful input. If you have any further feedback in the future, please don't hesitate to reach out. Thank you once again for your participation.

## **EXAMPLE INDICATORS AND INDICES:**

**1. Customer Satisfaction Score (CSAT):** a simple method of assessing the participants' satisfaction by asking them to rate the overall quality of the training on a scale of 1 to 10 or 1 to 5.

**2. Net Promoter Score (NPS):** measures the loyalty of training participants and their willingness to recommend the training to others. They are asked how likely they are to recommend the training to others on a scale of 0 to 10.

**3. Participant Satisfaction Index:** compiled from several questions on various aspects of the training, such as content, organization, delivery, etc. The rating is expressed as a percentage indicating overall satisfaction.

**4. Participant Engagement Index:** based on several questions about the level of participant engagement during the training, such as activity, interactions with the trainer and other participants. The rating is expressed as a percentage.

**5. Training Quality Index:** developed on the basis of assessments of various aspects of training, such as quality of materials, level of difficulty, content value, etc. The rating is expressed on a scale of 1 to 5 or 1 to 10.



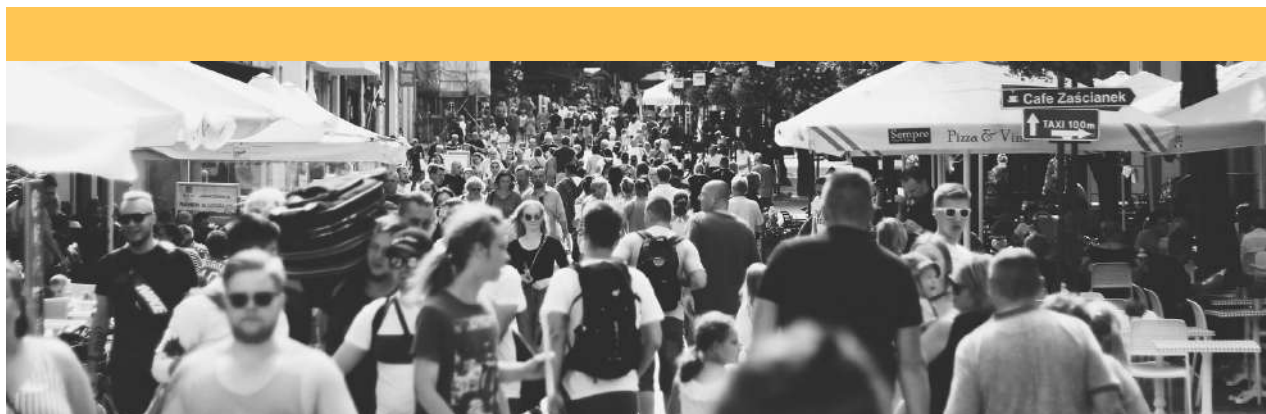
**6. Participant Activity Index:** based on an analysis of participants' level of activity during the training, such as the number of questions asked, activity during exercises, etc.

**7. Goal Achievement Index:** is used to assess the extent to which participants achieved their goals and expectations during the training.

**8. Training Effectiveness Index:** assesses the extent to which the training contributed to the acquired knowledge and skills of its participants.

**9. Time Efficiency Index:** measures how effectively the time was used during the training, whether the assumed goals were achieved within the specified time.

**10. Trainer Satisfaction Index:** it is used to assess participants' satisfaction with the quality of the trainer's teaching.





# 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.



**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.



**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



**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 from 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.

# SYNERGY AND ADDED VALUE OF THE RESULTS

All courses developed in the project or their selected elements, e.g. in the form of specific modules, individual topics or exercises, can be successfully used in work with other groups or programme sectors after, or even without, their prior modification and adaptation to the needs of other students. The topics of the courses and the content presented in them will be important, interesting and engaging also from the perspective of, for example, other age groups or people who, by definition, do not belong to the target group of the project. For example:

## VET sector

- Courses and modules relating to the development of social skills and self-awareness, awakening internal motivation, etc. can influence the development of soft skills that are needed both in private and professional life and are highly valued by employers (the ability to solve disputes, planning one's own work/time management, motivation).
- Content related to entrepreneurial competences, e.g. project management (managerial positions, team management, new tools, goal setting) or ICT can be useful in professional settings.

## Migrants

- The authors of courses in the field of Literacy as well as Personal, Social and Learning to Learn Competences also direct their content to people who are not native speakers of the language of a given country (e.g. migrants, for whom a given language is a second or foreign language). The prerequisite for such persons is a basic knowledge of the language of the country. However, even the lack of knowledge of Norwegian or French is not an obstacle for those who speak, for example, English. All courses are available in English, Polish, French, Spanish and Norwegian. There are no obstacles for all courses developed within the project to be used in teaching migrants.



# IMPACT ON THE PRIORITIES OF THE ERASMUS+ PROGRAMME

According to the objectives of the project, the main priorities included:

- Inclusion and diversity in all fields of education, training, youth and sport
- Improving the availability of high quality learning opportunities for adults
- Addressing digital transformation through development of digital readiness, resilience and capacity

The three main topics addressed by the project were:

- Creating new, innovative or joint curricula or courses,
- Key competences development,
- Active ageing.

However, it can be stated that the Project Results address all of the four horizontal priorities of the Erasmus+ programme in one way or another:

## INCLUSION AND DIVERSITY

The main horizontal priority addressed by the Project Results (Reports, Courses and Guidelines) is that of inclusion and diversity at all stages of education.

People with fewer opportunities include people experiencing age discrimination. Such discrimination may be the lack of educational offers for the elderly, failure to adjust educational offers to the elderly (thus excluding them), opinions that the elderly should no longer learn, etc. The elderly experience barriers not only resulting from age, but also from other elements that are related to age (e.g. weaker skills to function in the digital world, lower entrepreneurial competences - i.e. greater gaps in key competences).

Older people have more difficulties in using key competences, such as digital skills, social competences and in the field of taking initiative and entrepreneurship, therefore training programmes addressed to these people should be different than programmes addressed to young people.

The development of a set of educational materials in the field of key competences for people over 50 is part of the implementation of the priority regarding inclusion and diversity.

## **DIGITAL TRANSFORMATION + PARTICIPATION IN DEMOCRATIC LIFE, COMMON VALUES AND CIVIC ENGAGEMENT**

The developed results also contribute to the implementation of the second strategic priority provided for in the Action Plan by supporting activities aimed at improving digital skills (dedicated to the development of Digital Competences Course) and developing skills at all levels of society and aimed at all people. Particular attention should be paid to supporting the development of both basic and digital skills, which have become essential in everyday life and necessary to function in a world full of algorithms and to fully participate in civil society (as allowed and promoted by individual courses and their elements – e.g. the possibility of planning and implementing a social project based on the guidelines from the project management module or developing the ability to understand and create information in relation to the idea of active citizenship).

## **ENVIRONMENT AND FIGHT AGAINST CLIMATE CHANGE**

According to the Council Recommendation on Learning for the Green Transition and Sustainable Development, learners of all ages should be given opportunities to learn about the climate crisis and sustainable development, both in formal and non-formal education. Learning about the green transition is to be prioritized in education and training curricula. Environmental and climate action is and will be a key priority in the European Union in the future.

The Results of the project also refer to the above priority – one of the courses includes a separate module devoted to issues related to ecology, the fight to preserve biodiversity, climate change, water resources and practical tips on a responsible approach to the environment in everyday life.





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