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How to educate and activate adults at the age of 50+

on the examples of language and ICT courses
with adult learners



cesie
the world is only one creature



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Introduction

Unemployment of 50+ citizens in EU is not just one of the biggest problems from the point of losing the position on the labour market but also losing the opportunity to live a fulfilled life. Demography development of EU population makes this problem even more global.

These people need to find the power to keep on study and be competitive on the labour market. Once they make this difficult decision and they agree with themselves to learn new competencies and skills it is the main task on us TRAINERS not to disappoint them and deliver such a training, which will fulfill not only the quality expectations but their special needs as well.

This publication presents the best tools, which can be used by the trainers to be more understandable for 50+ learners.

You will find here as a trainer not only description of these tools, but also many practical examples, effective tools and also practical tips how to achieve needed learning results by using nice family attitude or jokes.

Learning is in a higher age an exciting activity, which brings many precious quality life moments. You as a trainer using some of these presented methods and tools can experience these lovely moments, when your learners will have twinkling eyes.

The aim of the project was to work out innovative, more universal and effective methods of re-integration as well as social and professional activation of people from the group 50+. The methods which will be better adapted to both: the needs of this group and the requirements of contemporary work market. In our opinion the methods of teaching, defining needs, motivating, breaking the barriers, activating as well as methods of evaluating presented in the hereby guide are useful and effective. Extra elements, combined in the process of 50+ education (in complex, methodical and integrated way) will contribute directly to the achievement of the above aim.

We believe, that methods described in this guide will effectively contribute to:

- the support of the process of the social and/or professional reintegration of people 50+;
- more effective social and professional activation;
- stronger motivation to achieve better professional qualifications;
- better foreign language and ICT competences;
- better physical and virtual mobility;
- more efficient activity regarding national and European work market;
- longer professional activity;
- the growth of self-consciousness, resourcefulness, independence, belief in own possibilities, life control abilities, the feeling of satisfaction and fulfilment.

Innovation - it is not only an entirely new existence, a product or a method. Innovation is each change that improves something or helps to create new and better quality. Taking into account the worked out results of the project that is what we have in mind. Possibilities to exchange experiences of trainers, lecturers, adult education organizers or advisers from different countries made possible much fresher, new and innovative approach to the notion of reintegration and social and professional activation of 50+ group. We just talk about such comprehension of the innovation in the context of the worked out results of project. The project created the possibility to have a look at the problems from the side of the conception and solutions, which are unknown for us. Thanks to partners' engagement we had a chance to understand and test them. We will also have a chance to propagate these solutions. The complexity of such elements as teaching methods, ways of motivating, ice-breaking, activating and evaluating are not only the sum itself. They all together create a complexity, which at the end gives a totally innovative synergy effect.

Trainings undertaken within the framework of the project (testing phase) prove the legitimacy of such an approach.

Short description of the target group: people 50+

Activities which aim to make more attractive as well as more effective the education of people 50+ in the situation when the society of Europe is getting older became one of key activities in the range of education, vocational education and acquiring key competences. As the age pension is getting longer the agencies providing education need to adapt the methods of both activation and teaching this age group.

Unfortunately, statistics show that educational activity of 50 + is little. According to EUROSTAT data an average rate of people taking part in various trainings in every European Union country was 5,7% in 2015. However regarding each partnership country of the project the rate was even below the average one (Poland: 0,8; Germany: 2,9; Italy: 3,7; Czech Republic 4,0). Taking all above mentioned into account as well as the exchange of experiences connected with the education of older people, the analysis of possibilities of such a process improvement in the connection with activating activities make deeper social and economic meaning.

Undertaking such a challenge we have to remember that people from the group 50+ do not create a homogeneous group. Despite the fact that different statistical data gather them in the same age category, in reality we have to deal with unusually varied group whose members have different expectations, motivations and needs.

For the needs of the project the basic determinant was the situation of 50+ group on the labour market. Taking this one into account we can talk about:

- people who are still active on the labour market,
- people who can be still active on the labour market, but are unemployed because of different reasons,
- people who are retired.

Each of these groups has different needs and motivation which determine their behaviour in the area of such education. They need different methods of teaching and different ways of activating and encouraging them to participate in the course of education.

People who are employed need abilities and competences that are proper and desirable on the labour market in order to keep their employment or develop professional skills. However they do not need any extra impulse or encouragement to participate in the process of raising their competences or any educational one.

The unemployed and the non-active who are still at the age of professional activity require additional motivational and activating activities prior to the educational process itself. These allow them to believe in their own possibilities but first of all to break the fears connected.

Motivations and expectations of retired people are totally different. If they decide to participate in such courses and trainings they do it because of their personal causes, e.g. they want to use electronic devices to be in contact with children or grandchildren.

Having the above mentioned in mind while making the description of the worked out methods during the project, we always bring them back to a definite subgroup – which is the most effective and the most legitimate to apply for.

Title of the method: Passport of the Soul

Feasibility for which of the three groups

- people that are still active in the labour market,
- people that are still at age in which they could take part in the labour market but are long-term unemployed and even difficult to reach or motivate,
- persons that are retired already.

Description of the method:

Dived into couples participants have 5 minutes to collect information of the partner, and write down his/her data on the Passport paper. Afterwards each participant has to introduce the partner to the whole group, by sharing all the data collected on the Passport paper.

Participants could also draw a picture of the partner on the passport. This activity allows participants to learn from each other. Asking personal data makes participants curious and in the same time more open to share a part of their personal life.

Materials:

The passport sheet has to be prepared before, in order to save time. Use thick paper (possibly coloured ones and in approximately passport size). One side for generic data (i.e Name, Surname, Nationality) and a square for the picture (that can be drawn), and the other side for personal data (i.e hobbies, favourite colour, favourite song, dreams etc.).

Length: 30 minutes

Procedure:

1. Trainer/teacher divide the group in couple
2. One participant filled in the passport of the other with his/her personal data (5 up to 10 minutes time)
3. The couple introduced to the rest of the group the partner

Title of the method: Bingo

Feasibility for which of the three groups

- people that are still active in the labour market,
- people that are still at age in which they could take part in the labour market but are long-term unemployed and even difficult to reach or motivate,
- persons that are retired already.

Description of the method:

This exercise is a getting-to-know-you icebreaker that gets participants up and moving around and talking to each other.

Materials:

- BINGO sheets
- Pens or pencils

Length of lesson: 15 minutes

Procedure:

1. Prepare a BINGO sheet for each participant, include some aspects that are relevant for the planned training course, e.g.

Has brown eyes	Does not speak English	Has no brothers and sisters
Likes to travel	Has no computer	Lives with children
Has relatives living far away	Likes to read	Was born in another country
Wears glasses	Speaks two languages	Likes gardening
Is afraid of computers	Has a smartphone	Has a digital camera

2. Pass out the sheets and pens. Explain the game as a way for them to learn about each other and find out what they have in common and how they differ.

3. Direct the participants to stand up and begin mingling and filling in their BINGO sheets. The participants have 10 minutes to walk around and ask others questions from the BINGO sheets (e.g. What colour of eyes do you have? Do you speak English?...). In addition, they should write the name of their peer in the relevant box. The goal is to get all of the BINGO boxes filled in, but it is not a race or competition.
4. After ca.10 minutes ask the participants to go back to their seats. Remind them it is ok if they did not fill in the entire sheet.
5. Read a few boxes, ask participants to stand up if the box you read fits them.
6. Begin a discussion by asking:
What did you notice?
Did you know you were not the only one who...?
How did it make you feel to do this activity?



**Expectations
of the participants**

Title of the method: Hotairballoon

Feasibility for which of the three groups

- people that are still active in the labour market,
- people that are still at age in which they could take part in the labour market but are long-term unemployed and even difficult to reach or motivate,
- persons that are retired already.

Description of the method:

The method is used to discover and analyze the expectations, motivations, and challenges of the participants. The results of this session allow teachers/trainers to plan accordingly to the programme and adapt its content in relation to participants needs.

Each part of the Hotairballoon represents an important aspect related to the new learning experience.

- The balloon represents the expectations
- The fire represents the motivation
- The cabin represents the challenges

Materials:

A big wall paper with the image of a Hotairballoon. Each part has to be clearly defined and easy to identify by participants.

Length: 30 minutes

Procedure:

1. Teacher/trainer explains the part of the Hotairballoon
2. Participants write in 3 different post it their expectations, motivations and challenges and stick them in the related hotairballoon part.
3. Teacher/trainer read the post it content to the whole group, inviting participants to share their feeling
4. Teacher/trainer add comments and explanations if doubts raise up

Title of the method: Train express

Feasibility for which of the three groups

- people that are still active in the labour market,
- people that are still at age in which they could take part in the labour market but are long-term unemployed and even difficult to reach or motivate,
- persons that are retired already.

Description of the method:

Train express is a no formal method that enables students to reflect about their learning path, and specifically to identify their fears, expectations and motivations. The tool is also useful to make an intermediary evaluation to measure learners' motivation, to check if learners' expectations are met, and if fears have been overcome. It can also be a kind of self-assessment.

Materials:

- big sheets of paper
- pens or pencils
- stickers in as many colours as the number of sub-groups all participants are divided into

Length of lesson: 15 minutes

Procedure:

1. Prepare some sheets of paper with the visualization of a train -each wagon represents different approach (expectations, fears, motivations) where participants can stick their stickers.
2. Pass out stickers (each group gets only one colour) and pens. Explain the game as a way for them to learn about each other and find out what they have in common and how they differ.
3. Every trainee, as an individual has not only a different target in mind but also different way of acquiring a foreign language. One can be afraid

of not being understood while the other one can be afraid that nobody understands him /her. Students are invited to write on the sticks provided their motivation, fears and expectations. Together with their trainer they can discuss the results. On the basis of them a trainer can develop the learning or working programme.

4. After ca. 10 minutes of a discussion in groups participants stick stickers to different wagons

5. A trainer can help participants with questions, e.g.:

How do you feel about your progress?

What are you afraid of?

How did it make you feel to do this activity?

What do you like about your work?

What makes you happy?

etc.

Title of the method: Four corners

Feasibility for which of the three groups

- people that are still active in the labour market,
- people that are still at age in which they could take part in the labour market but are long-term unemployed and even difficult to reach or motivate,
- persons that are retired already.

Description of the method:

The four corners game helps you to find out about the expectations of the participants in a playful and energizing way. This is done by a dialogue around a set of statements intended to provoke reflection and critical thinking among the participants.

Length of lesson: 15 minutes

Preparation: Prepare statements and print them on paper to distribute to participants (or write them on a flipchart/whiteboard etc.) at the beginning of this activity.

Procedure:

- 1) Explain the game. After each statement the participants can decide to which degree they agree. Corner one stands for “most agree”, corner 2 for “agree”, corner 3 for “disagree” and corner 4 for “most disagree”.
- 2) Read out loud the first statement and ask the participants to move to the corner which corresponds to their answer.
- 3) Invite participants to articulate, clarify, and dialogue about their own views. Depending on the group size there are two different options:
 - a. Bigger groups: Ask the ones in each corner first to exchange between them. One group member should take notes and after some minutes present the results to the whole group.

- b. Smaller groups: Ask concrete questions to the people in the different corners, e.g. why did you go to a specific corner / why did you choose this response? How did you interpret and respond to the statement”
- 4) As facilitator you should observe and make notes of the answers given by the participants. Summarise them at the end of the activity and ask the participants if there are any further expectations they would like to add.

Title of the method: Postcards

Feasibility for which of the three groups

- people that are still active in the labour market,
- people that are still at age in which they could take part in the labour market but are long-term unemployed and even difficult to reach or motivate,
- persons that are retired already.

Description of the method:

Pictures usually say more than words describe. They talk rather to unconscious, therefore through pictures learners can get a whole new point of view to their thoughts and feelings.

Materials:

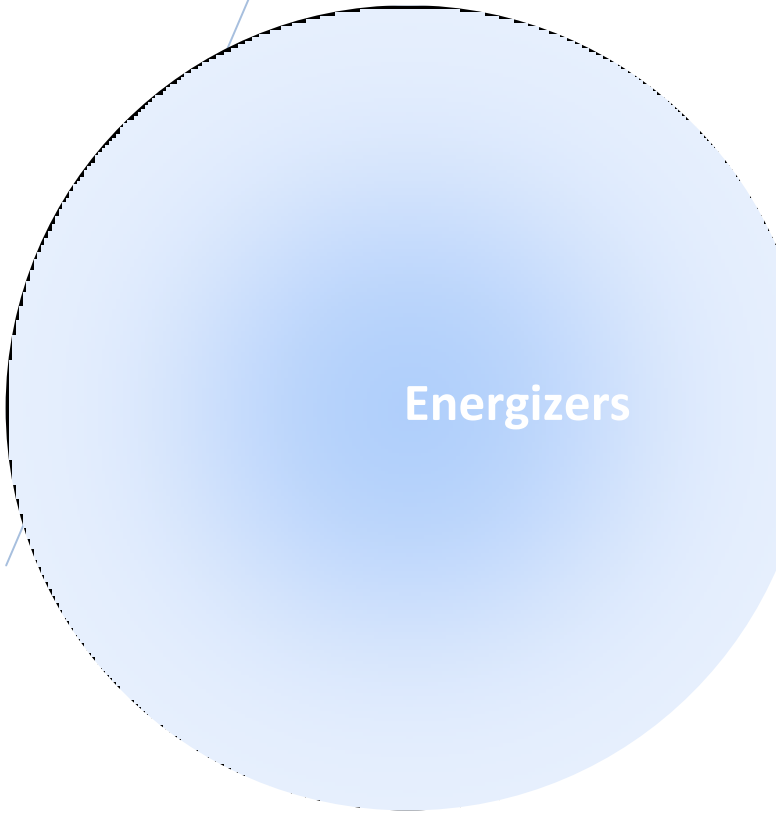
- random postcards
- flipchart

Length of lesson: 15 minutes

Procedure:

1. In the middle of the room there is a pile of postcards on the ground lying. It is important the mount of postcards is visible wider than number of learners in the room.
2. Learners are asked to pick two different postcards from the pile. One that captures their wishes, expectations, what they are looking for on the course, etc. and the other one that captures their fears, doubts, possible challenges, etc.
3. One after another, participants express and describe the relations of their feelings and postcards in front of the rest of the class. They stick both postcards on the flipchart with two columns. The left side is for expectations, the right side is for fears and challenges.

4. After the round of participants, there is a round for a trainer, who within the plan of the course describes and explains what is to be expected, could be edited, what fears are unsubstantiated, etc.



Title of the method: Fruit Salad

Feasibility for which of the three groups

- people that are still active in the labour market,
- people that are still at age in which they could take part in the labour market but are long-term unemployed and even difficult to reach or motivate,
- persons that are retired already.

Description of the method:

Fruit salad is a game for energizing and waking up a group. It can be played in many variations and levels of difficulty. It also helps to commemorate some vocabulary.

Length of lesson: 10 minutes

Procedure:

1. Place the chairs in a ring, there is one chair less than the number of participants.
2. Each participant gets a piece of paper with the name of a fruit written on it. Then they all sit on chairs placed in a circle
3. One person stays in the centre because there is no chair for her/him. The game starts.
4. Trainees one by one pronounce the name of a fruit, except the one who is standing in the centre. Then this central person says any name of a fruit. Participants from the circle representing this fruit have to change places as quickly as it is possible. The person from the centre tries to take a seat as well. That one who will not find a seat has to take place in the centre.
5. There is also a possibility to say 'Fruit Salad!'. In such a case all participants have to change places.

'Fruit salad' gives both opportunity to commemorate new words and proper pronunciation of words dealing with one topic. There is no need to use it only with the topic of fruit. A trainer can adapt it to other topics as well.

Title of the method: Zip, Zap, Boing

Feasibility for which of the three groups

- people that are still active in the labour market,
- people that are still at age in which they could take part in the labour market but are long-term unemployed and even difficult to reach or motivate,
- persons that are retired already.

Description of the method:

Zip Zap Boing is a great game for energizing and waking up a group. It can be played in many variations and levels of difficulty.

Length of lesson: 10 minutes

Procedure:

1. Ask the group to stand in a circle.
2. One person begins by looking at one neighbour, clapping and saying “zip”. The next person continues and claps towards the next person, again saying “zip”. This continues round in a circle.
3. The next difficulty level is “Zap”. This throws the “zip” across the circle. The person who says zap points to who they want to have the “zip”. The receiver then looks in the direction they wish to continue to play and goes on with a “Zip” again.
4. “Boing” changes the direction of the zip and so it continues back round in the opposite direction. Whenever someone is receiving a “Zip”, he or she can block it with a certain gesture and saying “Boing”. The one who has sent the “Zip”, then needs to send the “Zip” to the other neighbour.
5. There are some additional rules:
6. You can't “boing” a “boing” or a “zap” but only send a “zip”.
7. You can't “zap” a “boing” or a “zap” but only send a “zip”.

Title of the method: Cows and Barns

Feasibility for which of the three groups

- people that are still active in the labour market,
- people that are still at age in which they could take part in the labour market but are long-term unemployed and even difficult to reach or motivate,
- persons that are retired already.

Description of the method:

Cows and Barns is an energizer method designed to activate all participants. It is designed to work in couples that are changing constantly based on “cows”, “barns”, or a “chaos”.

Length of lesson: 15 minutes

Procedure:

Divide the participants into “cows” and “barns”. You need two people to form a barn, so the ratio is 2:1. Two people form a barn by facing each other with outstretched arms and holding hands. The “cow” has to stand in the space between them to be “in the barn”. In the beginning, each barn holds one cow. One person should be left over. He or she is the first to give a command. There are three commands. 1: barns 2: cows 3: chaos (you can re-name the last one if there is a more suitable word in your language referring to chaos on an animal farm).

When cow is called all the cows have to leave their barns and start looking for a new barn. Including the one who gave the command. The barns remain standing at their spots. In the end there should still be one person left over who becomes the new commander.

When barn is called all barns have to break up and form new barns with other people around the cows, who will just remain standing.

When chaos is called barns and cows have to act. Barns around in search for new partners to form a barn. Cows run around in search for new barns. And the commander can choose what he or she wants to be and starts looking for a place as well.

The other methods

Who am I?

Pin the name of a different famous person to each participant's back, so that they cannot see it. Then ask participants to walk around the room, asking each other questions about the identity of their famous person. The questions can only be answered by "yes" or "no". The game continues until everyone has figured out who they are.

Family members

Prepare cards with family names. You can use different types of professions, such as Mother Farmer, Father Farmer, Sister Farmer and Brother Farmer. Or you could use names of different animals or fruits. Each family should have four or five in it. Give each person one of the cards and ask everyone to walk around the room. Explain that when you call out, "family reunion", everyone should try to form a 'family group' as quickly as possible.

Title of the method: Learning vocabulary with the help of links

Feasibility for which of the three groups

- people that are still active in the labour market,
- people that are still at age in which they could take part in the labour market but are long-term unemployed and even difficult to reach or motivate,
- persons that are retired already.

Description of the method:

The success of learning vocabulary depends on how the words are memorized, e.g. through associations and activities. The learning progress is better the more intensive the learner is concerned with the course contents, especially if he/she can link the contents with personal experiences. This method activates prior knowledge.

Length of lesson: integrated in regular lessons

Procedure:

1. Ask the learners if they know a similar word in another language. Help them with synonyms oronyms.
2. Ask how the learners understand new vocabulary, this is especially important if they are interpreted in a wrong way (false friends).
3. Invite the learners to work with mnemonic aids, e.g. by writing down a sentence that links a certain word with own experiences. Also anecdotes, historical or intercultural information can help elder learners to memorize certain words. A third option are word families.
4. If the learners know each other you can introduce new words also with information specific for the group. You can e.g. use the first names with sentences like "Mark goes swimming each week" or "Mark spent his holidays in Spain". The learners feel addressed personally and better memorize certain contents. But take care not to use too private or emotional details.

Title of the method: Situation language teaching

Feasibility for which of the three groups

- people that are still active in the labour market,
- people that are still at age in which they could take part in the labour market but are long-term unemployed and even difficult to reach or motivate,
- persons that are retired already.

Description of the method:

Situational language teaching is a method which helps students to use their linguistic knowledge in real life situations. It also activates prior competences. The role of the trainer is to adjust situations to the level of the group.

Length of lesson: integrated in regular lessons

Procedure:

1. Situational Language Teaching is a method where speech is regarded as the basis of communication however with the help of some informal means such as e.g. body language.
2. The situations which bring a foreign language to life in the classroom are provided by gestures, by handling and touching things, by incidents and activities, pictures, by dramatization, by interesting stories spoken or in print, and not least by certain contests and games.
3. The situations chosen may be experiences common to the native and the foreign culture or may introduce the trainee to a typical (of a foreign country) ways of interacting and reacting. They can be introduced or practiced not only in the classroom but in any places where they are normally used, e.g. in a restaurant, at the travel agency, information centre. In such cases the goal is always visible and stimulating.

4. Much help nowadays is using the Internet or simply a smartphone to arrange situations close to the ones taken from real life. It limits the fear of being misunderstood what has negative influence on the process of communication in a foreign language.
5. This method has also got one more important point – it brings trainer and trainees into a more agreeable and more intimate relationship and that too helps to ease the process of learning and teaching.

Title of the method: Role Play

Feasibility for which of the three groups

- people that are still active in the labour market,
- people that are still at age in which they could take part in the labour market but are long-term unemployed and even difficult to reach or motivate,
- persons that are retired already.

Description of the method:

This method is inspired to the principle of Communicative Language Teaching. In fact, according to Breen (1984) language teacher should give priority to the changing process of learning and to the psychological and social resources of the students attending classes.

By staging different situations and creating different stories and characters learners become familiar with the pragmatics of the second language while enhancing their communication skills, besides having a lot of fun!

Materials:

The trainer should make sure that learners have enough space to perform their task. The trainer would probably also need a flip chart or a blackboard, pens, pencils, markers, cards, dices, boards, paper sheets wigs, costumes, rough materials.

Length of lesson:

The average length of the “theatrical”/story-telling phase is up to 40 minutes, and it depends also on the numbers of learners

Procedure:

1. The teacher provides a context and several roles for students in order to perform a particular situation in class. For this purpose teacher can use cards (i.e. representing an historical character) or other tools (i.e. costumes) that facilitate the game.

2. The teacher provides the “sentences” and “vocabularies” to be used for the implementation of the game. These can be written down on, in order to facilitate the participants during the game.
3. Participants keep its character secret
4. One by one participants ask to each other:
 I: “do you like?”
 II: “yes, I do” or “no, I don’t”
5. From the answers gathered, participants should guess which historical character they are playing.
6. The play is followed by a discussion aimed at facilitating self and peer correction.

Title of the method: Lukas Method

Feasibility for which of the three groups

- people that are still active in the labour market,
- people that are still at age in which they could take part in the labour market but are long-term unemployed and even difficult to reach or motivate,
- persons that are retired already.

Description of the method:

Lukas method is good method to be used as an educative method for listening, reading, and understanding.

Length of lesson:

15 minutes, depends on the length of the video

Procedure:

1. Select the video with an interesting narrative or a catchy content, using simple, clear sentences, such as the story of Amanda Todd, for instance, preferable with English subtitles already included on the screen. The speed of language and subtitles shall not be too fast, nor too slow. That helps learners to understand better and be focused not only by listening, but also reading the language.
2. Learners are given a sheet of paper with questions related to the story of video to predict next steps of the figure, story, etc. Questions shall be clear and direct with the potential to explicit the story, make it more interesting, fun, enjoyable. This is the room for imagination to work.
3. Video is played and stopped based on the worksheet and its questions. There is always room for learners to ask points they do not understand. In such case video shall be stopped regardless of the working sheet and its questions.
4. After the video is finished the group is welcome to share their own ideas of the story in an open discussion. Lecturer should always encourage them to keep talking in English.

Title of the method: Webinar

Feasibility for which of the three groups

- people that are still active in the labour market,
- people that are still at age in which they could take part in the labour market but are long-term unemployed and even difficult to reach or motivate,
- persons that are retired already.

Description of the method:

Webinar is an amazing solution for learners who can not participate on the lesson in person for either health, weather, or any other issues. It is a user friendly method that provides the user to attend the class online. It is sort of a virtual classroom, where learners are present on the lesson via webinar tool.

Length of lesson: the whole length of the lesson

Procedure:

1. Set the virtual classroom and share the access among all the learners.
2. Fortunately, this method is applicable for any phase of the training since its availability is uploaded online which makes the course and all the lessons available even after the lesson is finished. All lessons are kept in an online archive.
3. The Webinar has started and has been tried out where learners decided to participate on the classes of ICT and languages. Both worked out well.
4. Learners do not need any extra materials, they only need stable access to internet and a laptop.

Title of the method: Easy IT

Feasibility for which of the three groups

- people that are still active in the labour market,
- people that are still at age in which they could take part in the labour market but are long-term unemployed and even difficult to reach or motivate,
- persons that are retired already.

Description of the method

Trainees in the class should feel comfortable. The trainer can provide content in simple language rather than technical jargon. It should translate "step by step", trying to adjust the pace of lessons to their perception, capabilities and needs.

People 50+ feel fear of computers, Internet and throughout the digital world, they do not know and find it hard to understand him. It is important to educate the elderly, the use of modern technology is not an end in itself, but a means to improve the quality of their lives. Digitally excluded people often do not realize that the use of the computer and the Internet may facilitate solving problems or dealing with matters in everyday life.

People 50+ participating in the workshop computer on the one hand are punctual, disciplined and curious about new knowledge, on the other hand -a little unsure, if they could understand all this. At the beginning of the next class I mention all computer concepts that are already understood by all. Very important are the evaluative, and at the same time motivating speech. It takes no more than ten minutes at the beginning of the next class, and People 50+ feel very uplifted and mobilized to continue working, believe in your abilities and most importantly, that science is beginning to make them happy. Thanks to good communication with People 50+ manages to overcome the barrier of fear in front of your computer and also significantly increases their self-esteem.

Leading computer classes use simple figurative language, often repeat the new terms, and the pace of expression adapted to the possibility of receiving and understanding the audience. Explaining difficult terms and concepts should refer to personal experiences, knowledge and interests of the participants, as well as their associations readable. For example: Talking about double-clicking comparing this step to enter the room (first knock on the door, then open them), etc.

You should patiently explain the entire computer philosophy. A good idea to introduce a relaxed, informal atmosphere is diversifying activities jokes or anecdotes. You have to be flexible and learn exactly what trainees expect and not realize precisely schedule. Always I prepare the scenario course that then I adapt to the needs of the participants, their level of sophistication.

You should prepare a scenario training that is tailored to the needs of the participants, their level of sophistication. With the above-described approach to training and the participants you will see in front of people happy, enthusiastic. People who have overcome the fear of the computer and participation in classes improved their well-being, strengthen self-esteem and helped to understand the modern world.

Length of lesson: the whole length of the lesson

Procedure:

1. At the beginning of the next class we mention all computer concepts that are already understood by all. In this way we strengthen the motivation to keep on learning, self-confidence and satisfaction with the current course of training.
2. While teaching new issues we are trying to use simple language (avoid technical jargon). More difficult issues are explained `step by step` using examples from life e.g. the problem of compression of files and directories are presented using the example of `a wardrobe and a suitcase`. Before compressing, files take up a lot of space similarly to the clothes placed in the

wardrobe. After compression the amount of space needed for files is reduced.

3. Encouraging trainees to share their doubts in the understanding of its contents. If necessary, explain the problem that appeared using other, different examples.
4. For each new issue first make exercise together with the whole group, and then the trainees perform exercises themselves. At this point, students can make exercises in pairs or in a group. Sharing knowledge with others increases levels of self-esteem and increases the motivation to learn.

Title of the method: Flexi-Lessons

Feasibility for which of the three groups

- people that are still active in the labour market,
- people that are still at age in which they could take part in the labour market but are long-term unemployed and even difficult to reach or motivate,
- persons that are retired already.

Description of the method:

Flexi-lessons are a methods especially for elderly without previous computer knowledge. The method allows targeted lessons based on the wishes of the learners.

Length of lesson: 45 minutes

Equipment needed:

- flipchart
- tablets for the learners

Procedure:

1. Flexi-lessons can be organized either in form of a meeting before the course or even as first teaching unit.
2. The trainer makes the contents of the course almost fully dependent on the learners.
3. Often, especially elderly without previous IT knowledge are scared when being placed in front of a computer. Therefore start the lessons in a classroom with not much IT equipment, sitting together informally.
4. Ask the group why they are here, what they want to learn and what their interests are. Collect their answers and prepare a flexible lesson plan.
5. Afterwards distribute tablets and introduce the technology at a basic level. Ideally each learner gets an own tablet which is calculated in the course fee and can be customized during the course so that the

learner gets familiar with his/her own device and can easily use it after the course.



Evaluation

Title of the method: Weather Forecast

Feasibility for which of the three groups

- people that are still active in the labour market,
- people that are still at age in which they could take part in the labour market but are long-term unemployed and even difficult to reach or motivate,
- persons that are retired already.

Description of the method:

A lovely evaluation method that can be used in many sorts of topics and situations. Helps to find out the mood of the group.

Materials:

- stickers
- weather forecast poster (may be a simple draft)

Length of lesson: 15 minutes

Procedure:

1. Start with a prepared board. A draft of a cloud expressing “*What is the weather like?*” hangs on the board in front of the class. Underneath, there is a vertical column, where the forecast (mood) can be stuck.
2. Learners are asked to stick their stickers next to the mood accordingly. Moreover, they can even write a note on another sticker, stick it on the right side of the forecast, and connect it with their point on the forecast.

What is the weather like?



This morning...

Title of the method: Four corners

Feasibility for which of the three groups

- people that are still active in the labour market,
- people that are still at age in which they could take part in the labour market but are long-term unemployed and even difficult to reach or motivate,
- persons that are retired already.

Description of the method:

The four corners game helps you to find out about the expectations of the participants in a playful and energizing way. This is done by a dialogue around a set of statements intended to provoke reflection and critical thinking among the participants.

Length of lesson: 15 minutes

Preparation: Prepare statements and print them on paper to distribute to participants (or write them on a flipchart/whiteboard etc.) at the beginning of this activity.

Procedure:

- 1) Explain the game. After each statement the participants can decide to which degree they agree. Corner one stands for “most agree”, corner 2 for “agree”, corner 3 for “disagree” and corner 4 for “most disagree”.
- 2) Read out loud the first statement and ask the participants to move to the corner which corresponds to their answer.
- 3) Invite participants to articulate, clarify, and dialogue about their own views. Depending on the group size there are two different options:
 - a. Bigger groups: Ask the ones in each corner first to exchange between them. One group member should take notes and after some minutes present the results to the whole group.

- b. Smaller groups: Ask concrete questions to the people in the different corners, e.g. why did you go to a specific corner / why did you choose this response? How did you interpret and respond to the statement”
- 4) As facilitator you should observe and make notes of the answers given by the participants. Summarise them at the end of the activity and ask the participants if there are any further expectations they would like to add.

Title of the method: Constructive feedbacks

Feasibility for which of the three groups

- people that are still active in the labour market,
- people that are still at age in which they could take part in the labour market but are long-term unemployed and even difficult to reach or motivate
- persons that are retired already

Description of the method:

This method permits to gather constructive feedbacks about the course/lessons from participants. Participants are invited to share positive impressions and also to list negative aspects. Although this should be followed by suggestions how these could be improved. In this way participants become active members and support teacher/trainer to plan a next course taking these evaluation results into consideration.

Materials:

- post-it
- flipchart
- pencil and pens

Length of evaluation: 30 minutes

Procedure:

1. Participants take 5 minutes time to list positive aspects and negative aspects in 2 different post it (possibly of 2 different colours). Each participant has his/her own post it.
2. Teacher asks to share among all the group the positive aspects.
3. Teacher asks to share among all the group the negative aspects.
4. Teacher asks participants to take other 5 minutes for their own, and list in another post it the possible solutions related to the negative aspects listed.

5. Teacher asks to share among all the group the possible solutions listed and facilitate a constructive talk.
6. The results of this evaluation is useful for the teacher for the planning of future courses.

Title of the method: Target for evaluation

Feasibility for which of the three groups

- people that are still active in the labour market,
- people that are still at age in which they could take part in the labour market but are long-term unemployed and even difficult to reach or motivate,
- persons that are retired already.

Description of the method:

The target is a great method for evaluation in order to get a quick overview of the satisfaction of participants. It can be easily adapted for the different aspects of a training, workshop or seminar.

Materials:

- Flipchart paper
- Sticker dots or pens/ pencils

Length of lesson:

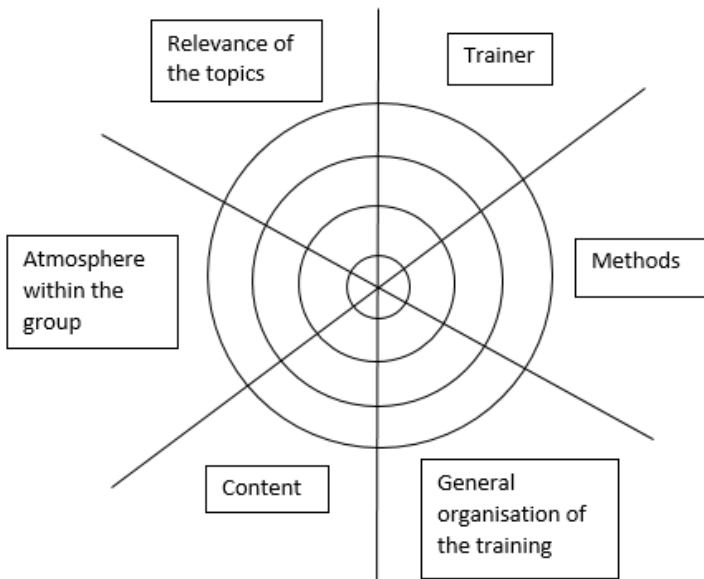
10 minutes (depending on the number of people in the group)

Procedure:

1. Prepare a target on a flipchart paper and add all the aspects of the training, for which you would like to get feedback – you can also list different methods you used in the workshop or games you played separately to get a better insight which methods or games the participants liked the most.
2. The participants are asked to either put sticker dots on the target or make dots with a pen. Each participant should put a dot for every aspect on the target. The closer a dot is to the centre of the target, the more positive this aspect of the training is evaluated. You can also put a scale from 1 to 4 in every ring of the target, whereas 4 is in the centre and 1 is the outside ring. When necessary you can also put more rings on the target to get a more differentiated evaluation.

3. When every participant has put the dots, you can summarize the evaluation shortly. At this point you can also ask some questions to the participants to get some more detailed information about their satisfaction with the training.

Example:





Profil PASS

as an instrument for autonomous
identification and balancing of skills

ProfilPASS

The ProfilPASS is an instrument for autonomous identification and balancing of skills. It helps people conceptualise their competences and skills, to define a (new) professional or personal goal and to gain more self-confidence in their search for a job.

Knowing one's own interests and skills is an important precondition for choosing the right job or the right training. But often people do not know what their skills or competences are, especially when trying to re-integrate after a longer period of unemployment.

The ProfilPass tool helps people discover and getting aware of their informal or hidden competences and skills. The tool therefore can prevent people from dropping out of training and education, it rises their self-esteem and also helps in choosing further employment and finding the right arguments in job interviews.

Background

Funded by the German Federal ministry of education the ProfilPASS system was developed in 2004 by the German Institute of Adult Education, the German Institute for International Educational Research (DIPF) and the Institute for developmental and structural research, ies, Hannover.

It is based on the fact that people learn mostly in informal environments like family, voluntary work and through coping with challenges of their lives. It assumes that all human beings have competences and that all competences are valuable regardless where they have been acquired.

Concept

The fact that all human beings have competences and that all competences are valuable regardless of where they have been acquired is an important underlying idea of the ProfilPASS.

The ProfilPASS is based on the idea that each person has developed competences in her or his life that are the basis of their acting in everyday life. Long-term unemployed often feel like having no relevant

competences and have a low self-esteem. The ProfilPASS can help them in recognizing that they know more than they thought which rises the self-esteem and makes aware of competences but also of possible concrete further training needs.

The concept is besides based on the fact that people learn mostly in informal environments like family and through coping with challenges of the world. Therefore the ProfilPASS explores eight different fields of life. People can choose one or two fields with which they want to work, e.g. family, education, hobbies... Inside each field they describe their regular activities in details. In a next step – and with the help of a professional consultant – an abstraction from activities to abilities is made (if someone is regularly doing something, he is able to do it). The abilities are self-evaluated.

There are four levels:

- Level A: I can do it under guidance of a person or with the help of written instructions
- Level B: I can do it independently under similar conditions
- Level C1: I can do it independently and in different contexts
- Level C2: I can do it independently and in different contexts. I can teach other people to do it.

Level C1 and C2 describe competences that a person has. These competences are summarized in a balance sheet.

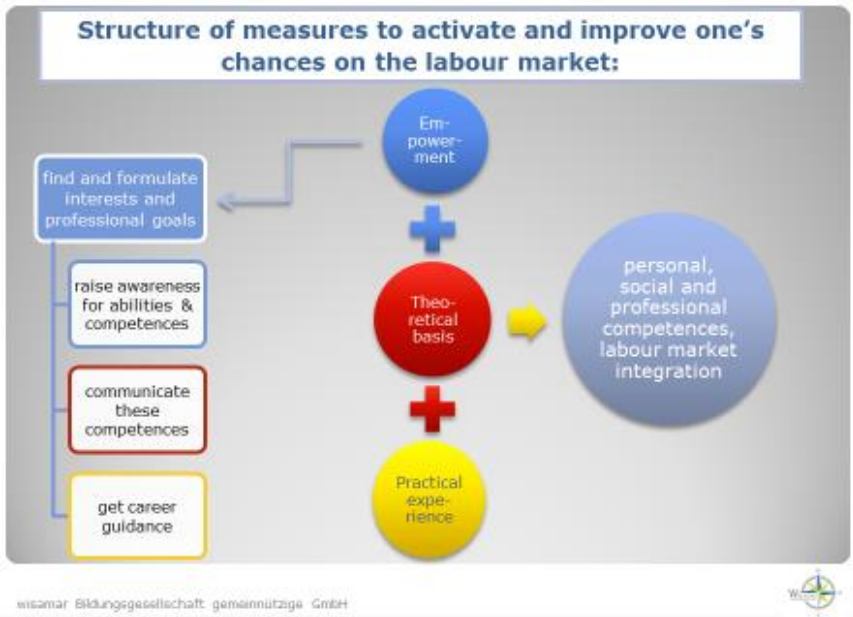
Important is that the ProfilPASS has to be a guided self-reflection. The client has to recognize competences his/herself in order to really get aware and convinced.

ProfilPASS at wisamar Bildungsgesellschaft

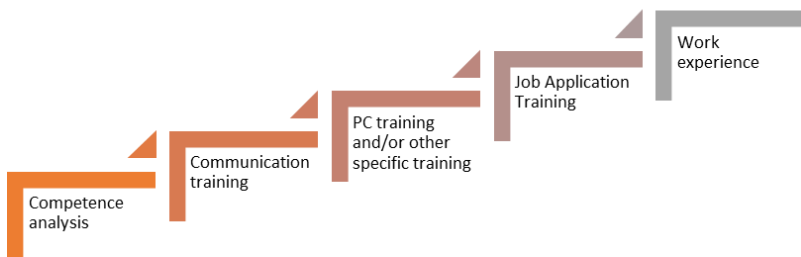
Wisamar is an accredited provider of ProfilPASS consultancies and is using them in career consultancy and labour market integration.

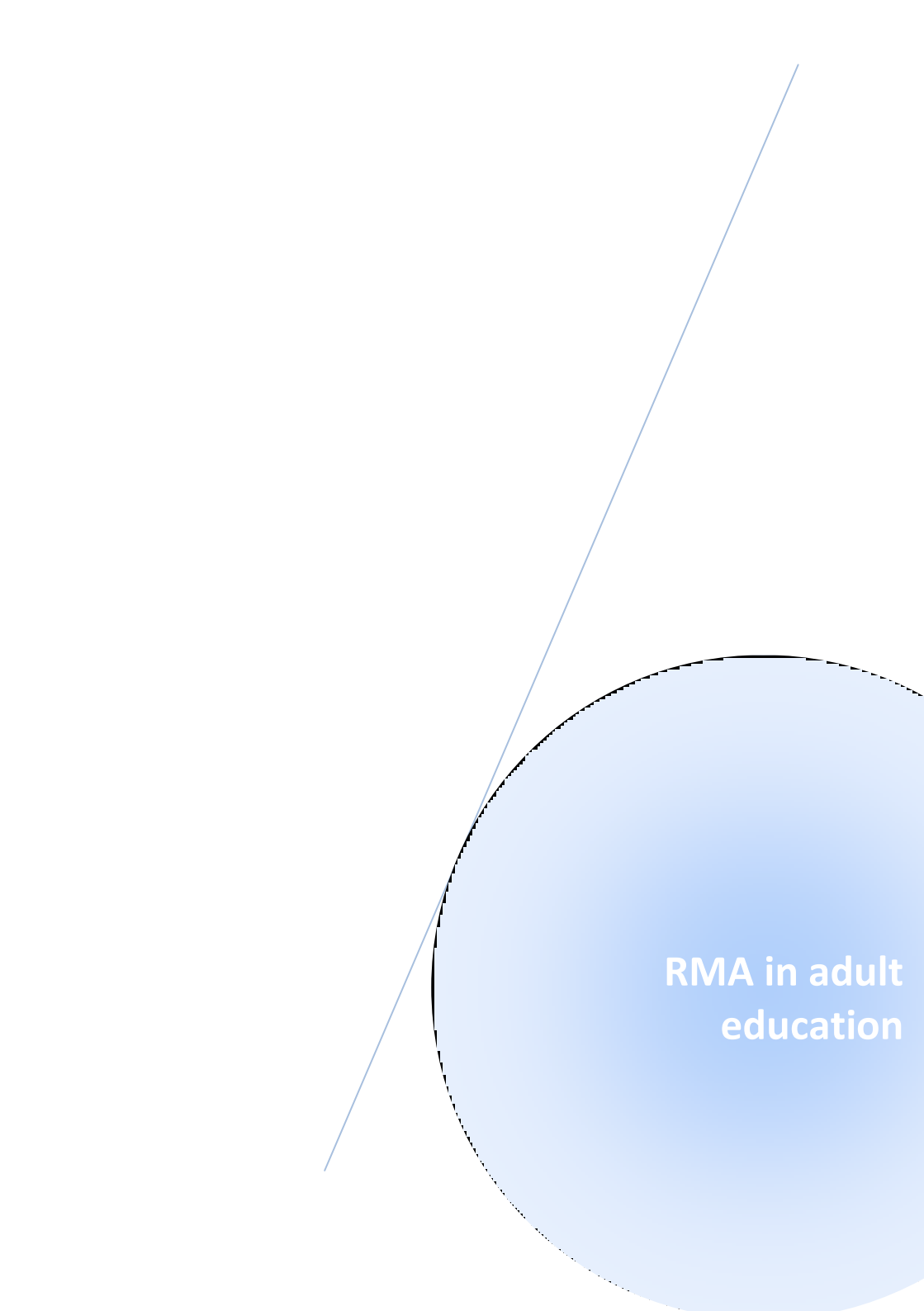
The wisamar approach for long-term unemployed combines empowerment, theoretical training and practical work experience. Especially people that are out of the labour market for a longer time first need to be activated, need to get aware of what they are able to do/of their competences, need to learn how to communicate their strength

but also need to see what they can do with their competences and where further training might be needed. This further training, often missing IT skills but also specific professional competences are part of the second training stage. The acquired skills are then tested and further elaborated in on-the-job training.



Steps of reintegration measures at wisamar Bildungsgesellschaft gGmbH





**RMA in adult
education**

Reciprocal Maieutic Approach in adult education

Assumptions

- Dialogue as a tool for reciprocal research and active participation.
- Each person has an inner knowledge that comes from experience.
- Knowledge is dynamic and in constant evolution and it should be built within a group.
- Everybody being in connection inside a group can be an element of change.

Characteristics

- Emphasis on the individual and group experience.
- Deep grassroots analysis/participation of everybody in the process whereby we understand our real needs and our responsibility to make a change.
- Connection with reality in order to identify concrete problems, develop reciprocal awareness and find positive solutions.
- Building complex images of reality through the plurality of points of view and everyone's contribution.
- The horizontality of the process: sharing of power instead of domination/concentration of power.
- Active participation. Active listening. Communication.
- Confrontation. Cooperation. Nonviolence. Creativity. Self-reflection. Openness.

The RMA learning process

The RMA learning process starts with a long-term process of analysis and discussion about meaningful themes for the group, getting deep into feelings, inner perspectives and needs that people have. In a continuous dialogue that embodies a new way of educating, we begin by emphasizing individual learners' capacity to discover their own vital interests and to express their feelings freely on the discoveries they have made.

Word analysis is a practice used in RMA which aims to boost people's capacity to analyse deeper the reality and develop their capacity of self-reflection.

It is essential that we integrate theory and praxis in this process, by generalizing experience and developing perspectives on where we want to go. We must observe, experience, experiment together, in a mutually supportive atmosphere in order to understand one another. Gradually through dialogue, a sense of group emerges as a process in which the participant learns that the group is an organism in which one can be valued as a person and participate in forming a democratic society.

The educational process happens in two senses: the real discussions that happen and that might have concrete results and the development of competences through the discussions and group meetings. The experience of reaching decisions this way, of learning to modify and coordinate one's own demands to those of others, and of learning to plan ahead, both personally and in a group, is important for everyone. Conversation encourages learners to express themselves. The disposition to listen allows the educator to get closer to the learner's way of thinking and seeing. In this sense, the RMA fosters the development of

everybody's potential to discover, it creates and pushes for essential confrontations and encounters in order to analyse, imagine and experiment the capacity to change the reality and act non-violently.

How to lead a workshop

The context

- The space is organized in order to create a democratic, non hierarchical environment.
- Participants sit in a circle, so everyone has the same distance from the centre and can look each other in the eyes. The space is the metaphor of relations, communication, expression and creativity.
- There isn't any leader, boss, desk or pulpit. Haranguing the crowd from the balcony is totally different than trying to create a democratic dialogue where it is possible to listen to questions and think about making responsible choices.

- It's useful to have a flipchart or a notebook to write down the diverse interventions and to record the outcomes of the session.
- Warm, bright and comfortable environment. A close connection with nature is very helpful.
- If possible, it is important to enable a coexistence between simple people, experts and professionals within the group.

The RMA workshop – short description

- In the first meeting, it's important that participants introduce themselves in a personal way or by presenting their personal dream.
- The RMA coordinator introduces the issue or a "good question".
- The workshop should begin as a process of dialectical inquiry that should be easy and based on a democratic open structure, without any constraint, imposition, mystical deviations or dogmatic closure.
- It's not necessary to previously present the RMA theoretical framework.
- The RMA coordinator harmonizes the group discussion in order to allow each participant to have the proper amount of time during each session, so that each one can express her/himself on the issue and according to her/his own style and personality.
- It is important to always put emphasis on real needs, interests, desires and dreams first, in order to understand new, yet sometimes obscure relations, and learn how to consider other options.
- During the session, participants ask when they want to speak, creating an order that should be respected. It is good practice for all participants to express their opinion on the subject matter as it then calls for the individual responsibility that each of us should have in our own lives.
- It is important that everybody listens actively to each other's voice.

- The coordinator might also invite to speak those participants who are silent, giving them the possibility to accept or refuse the invitation.
- However, it is up to the RMA coordinator to allow and even inspire moments of silence where people are not pressed to give necessarily some kind of answer, but rather to silently reflect on what they have just heard from other people and then talk.
- The RMA coordinator might intervene and give his own contribution in order to enable true reciprocity. However, he should not influence the group discussion by expressing his/her personal opinion on the topic being discussed; but rather, on a more methodological level, he should favor reciprocal communication, re-launch the discussion, ask for further explanations and/or examples taken from personal experiences of participants etc.

How to finish the RMA workshop?

- At the end of the workshop the RMA coordinator closes by asking a short evaluation to all participants about their personal experience and about what they have learnt within the group. This final evaluation will allow the participants to have reciprocal feedbacks.
- The RMA coordinator closes the workshop by making a short summary of what has been said during the session and drawing conclusions on what emerged from it.
- The RMA coordinator should also talk about the next encounter and propose: when, at which time, about what.
- Such intense activity needs to be documented regularly and the RMA coordinator must keep the records after each workshop and make a synthesis of the main outcomes. After a certain number of meetings where participants will deeply experience RMA, the RMA coordinator could change during the workshop. Little by little, everybody should become a real mid-wife to everybody else.

- During the workshop all the participants discuss about how the learning experience is going and the discoveries made by the group.

The learning achievements

One of the first learning achievements of the RMA training activities, is the fact that the RMA has been perceived as an innovative approach that focuses on personal development and on the potential creativity and talent of people.

The reasons reported by adult training staff for attending the RMA training courses were either strategic/instrumental (such as the need/interest/possibility to get new skills and expertise, to learn new methods for their educational activities, to gain new knowledge about team management and coping with learners, etc.) and symbolic/relational (such as the will to develop a new way to “look at” interpersonal relationships rather than simply knowing how to “manage” them, a new method to improve social inclusion etc.).

If we try a minimum clustering of the learning achievements reached through the RMA training activities, we can polarize them in two dimensions: the professionalization effects, including the statements that consider as a strength of the RMA the possibility to develop communication, strategic and organisational skills, and the cognitive and relational effects, i.e., the possibility to discuss topics like raising the consciousness of one’s actions, to develop creative skills as well as the capacity to have a conversation with anyone, to make concepts and views more dynamic, to create a circular communication, to promote active listening, to acquire “cooperative learning” techniques.

The data collected throughout the evaluation process shows a high degree of involvement and interest in acquiring new cognitive and relational skills as well as a new effective method for developing a competence to know, to do and to be, but also the awareness of what you don’t know, don’t do and are not, indeed a kind of competence and awareness which is quite important in adult education.



**Project
„Europa 50+”**

Project „Europa 50+”

There are huge challenges that Europe faces nowadays: the economic crisis, demographic changes, evolving labour market and need for new skills. The statistics show that the effect of ageing will be difficult to eliminate after the year 2020. Numerous authors indicate that among the initiatives implemented in the Member States should be those relating to an extension of the retirement age as well as to introduction of legislative solutions facilitating the employment of people over 50. On the other hand, numerous surveys exploring the attitude of employers towards the employees aged 50 + point out that people in this age group are seen as unable to deal with the changing reality, basing their professional activities on a routine only and being reluctant to innovation. Respondents point to a lack of key competences among which are: poor knowledge or lack of knowledge of foreign languages, poor computer literacy and unwillingness to raise qualifications, which results in having obsolete skills. The reluctance of mature workers to change, and their lack of interest in further training translate into the difficulty in taking full advantage of their potential. Consequently, their work is inefficient and does not bring measurable benefits to the employers.

All that has contributed to a recognition that adult learning and lifelong learning strategies should play a key role in the policies for social inclusion, competitiveness and employability. At the same time the benchmark target for adult participation in lifelong learning across the EU established by the Council at 15% by 2020 is far from being reached. It shows how much there is yet to be done.

We address the project to two target groups. The first one involves training staff, coaches and training organizers in adult education. The other target group consists of people aged 50+ as a disadvantaged social group of people who while left on their own would be exposed to social and professional exclusion due to their age and low qualifications.

The main objective of the project is to develop innovative methods of reintegration and activation of people aged 50+. It involves the following measures: targeting this special social group, recognition of their barriers, needs and expectations, recognition of key competences, breaking the barriers associated with age, often worse state of health, anxiety, alienation, a sense of "being behind the today's world" etc., motivation to take up new challenges, encouraging lifelong learning, and teaching foreign languages and basic ICT better adjusted to elderly needs and possibilities. Innovative solutions in adult education are especially important also for the reason that the previous actions targeted in particular at the unemployed in this age group did not deliver the expected results. In spite of special support designed for people aged 50+ there are no explicit methodologies of dealing with the process of motivating and training. Numerous preferences at the stage of recruitment facilitating the participation of the elderly in these projects often do not translate into the expected results (trainings interruptions, not keeping pace with curricula, not taking exams, worse exam pass rate, etc.).

The impact of our project on this target group will be of a long-term nature contributing to more efficient process of encouraging lifelong learning and in result, extending the period of professional activity. The developed solutions related to active ageing are also expected to reawaken self- esteem, feeling of being needed and the desire to live fully in older people. The psychological aspect is an important part of the whole process which in the long run will lead to a sense of satisfaction and fulfilment.



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