



Trainers Manual

BEST

TRANE

BEST practices for TRaining in Adults
Non-formal Education



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Introduction

Project Description

The participation in non-formal education of older people aged 55+ is still very weak in Europe. The access to education of unemployed seniors is even more limited: in 2012 only 50% of people aged 50+ attended educational courses for professional or personal reasons.

According to Eurostat data, in 2016 just over 45% of adults aged 45–64 participated in some form of education or training and 80% of them were job-related learning activities. Non-formal education centres are traditionally dedicated to younger people and leave few spaces for older learners.

As a consequence, educators working in animation and non-formal education centres are very experienced in working with a young public, but have no competencies in training older adults. The low number of actions to promote non-formal education among seniors corresponds to the lack of VET programs to train teachers in providing education to adult learners. BEST TRANE aims at filling this gap by offering innovative training models to educators in non-formal centres, through the collection of information, examples of existing good practices and different views on working with older people and involving them in their centres.

The objectives of the project are:

- To provide examples of best practices in adult non-formal education to professional trainers,
- To promote the acquisition of new training soft and hard skills,
- To increase the knowledge of trainers in non-formal education about seniors' needs and expectations,
- To raise awareness about the importance of involving older people in non-formal education centres
- To promote intergenerational dynamics,
- To break down prejudices against older people and fight seniors' social exclusion.

Trainers' Manual

To achieve the above-mentioned goals, BEST TRANE partners have started exchanging good practices with the aim of training educators in working and involving older people in non-formal education. These best practices have been collected in this Trainers' Manual.

The Manual explores different dimensions of non-formal learning:

- The situation of non-formal education for seniors in the partners' countries;
- How to motivate seniors towards non-formal learning activities, in particular, and towards lifelong learning, in general;



- How to encourage intergenerational dynamics in non-formal education classes;
- The best practices implemented by the partners to give non-formal education classes to older users;
- The best practices in providing online learning classes to seniors.

Regarding this last point, BEST TRANE partners have decided to add this topic since online learning has become one of the most used teaching methodologies in the last months, because of the Covid-19 pandemic. Thus, we believe that our Manual cannot leave out this important topic.

The BEST TRANE Trainers' Manual is the result of collaborative work done by all project partners, including both research and implemented best practices on the topics mentioned here above and lessons learnt thanks to study visits in adults' non-formal education centres in Ireland and to the training activities that took place online during the COVID19 pandemic.

Methodology

BEST TRANE Trainers' Manual has been developed through the following methodology composed of 5 phases:

- **Phase 1** (M1, September 2020) - Each partner has carried out research related to their countries and local realities about the situation of non-formal education, its providers, the training programs for trainers and intergenerational dynamics in non-formal education centres.
- **Phase 2** (M2 – M6, October 2020 – February 2021)- The project partners had an enquiry on seniors' low participation in activities in non-formal education centres. The partners have studied the methodologies used to motivate older people to participate in non-formal classes. They have also proposed how to adapt them to their current workshops. The Learning Teaching and Training Activity (LTTA – C1) that was supposed to take place in the UK would have been the occasion to visit adults' training centres, however, this workshop was finally organized online because of the Covid-19 pandemic. This training activity allowed the adults' educators involved in the project to exchange best practices about methods to teach and motivate seniors towards non-formal learning and lifelong learning.
- **Phase 3** (M6 – M11, February – July 2021) - Partners have implemented researches about the best activities and how to apply them in a creative and collaborative manner to intergenerational classes. The results of these studies have been presented among the consortium during the 2nd partners' online meeting. The LTTA that was initially planned in Cyprus (C2) took place online because of the COVID19 restrictions and allowed the trainers to be informed about these results and to further explore the addressed topics through the exchange of ideas and practices among educators.
- **Phase 4** (M11 – M16, July – December 2021) - On the basis of the analyses shared between the partners in the past months, a first draft of the Trainers' Manual has been elaborated. All partners have provided the results to the project coordinator. The project's leader, Solution, has merged all contents of the study in the draft version of the Trainers' Manual and has presented it during the 3rd online consortium meeting.



The LTTA in Ireland (C3) has illustrated the methodologies considered most suitable to teach older people and to promote intergenerational dynamics in training courses. At the end of this activity, the trainers have given their feedback about the Trainers' Manual through a specific questionnaire elaborated by CSI.

- **Phase 5** (M16 – M20, December 2021 – April 2022)- After the last LTTA (C3), CSI has shared with the partners a report presenting the results of the survey and Solution has operated the necessary modifications to the Trainers' Manual according to the trainers' feedback. The educators' ideas and suggestions collected during this training activity have also been included in the evaluation report. The final version of the Manual has been presented at the Final meeting of the project in Italy.



Contents of the Trainers' Manual

Adults' Non-formal education in the partners' countries

Cyprus

Significant forms of non-formal training that take place in Cyprus include:

- Teacher training by the Pedagogical Institute (PI)
- Adult learning provided by state training institutes (KIEs): languages, accountancy and IT.
- Liberal adult education offered by the Ministry of Education and Culture for personal development
- Non-formal education training in various subjects for adults provided by private organizations

Forms of non-formal learning are not yet being validated, but approaches to validate some of this learning were tested during pilot implementation of the proposals developed for a validation framework in Cyprus.

Also, some Universities have activated the "Occasional Study" provision, where people at undergraduate or postgraduate level participate in order to enrich their knowledge and skills.

Institutions offering non-formal adult education include the Adult Education Centres, the 41 State Institutes of Further Education, the Pedagogical Institute and Private Institutes registered with the Ministry of Education.

The national qualifications framework (NQF) includes all levels and types of qualifications from all subsystems of education and training, including non-formal learning.

The Cyprus NQF is not yet in operation. It will be established at the Ministry of Education and Culture as an in-service department and will be implemented gradually. New legislation on the operation of the NQF is thought necessary.

The NQF's main objective is to classify qualifications according to predefined levels of learning outcomes. It is expected that the NQF will support recognition and validation of qualifications; enable progression and mobility; promote lifelong learning, e.g. by certifying learning outcomes acquired outside formal education; improve transparency, quality, and relevance of qualifications; and strengthen links with the labour market.

One important policy objective is also to reinforce vocational education and training (VET) at secondary, post-secondary and tertiary levels.

The Human Resource Development Authority of Cyprus (HRDA) is the leading organization in the non-formal learning sector, as it funds and promotes vocational training either at the premises of training institutions or in companies.



Since 2007, HRDA operates the System of Vocational Qualifications (SVQ, ΣΕΠ in Greek) which allows individuals to validate their prior informal and non-formal learning to obtain a vocational qualification at levels 3, 4, 5, and 6 of the EQF.

SVQ developments since 2016 have focused on defining new vocational qualifications' standards and on improving quality, assuring quality through revised criteria for candidates, assessors and assessment centres taking part in the validation processes and improving the monitoring of validation procedures.

Proposal for the Ministry of Education and Culture: According to the Ministerial Decision (No 74.676, 11/2/2013, proposal submitted by the Ministry of Education and Culture), an interdepartmental committee has been set up for the development of mechanisms for the validation of non-formal and informal learning until 2018, which will cover the general and adult education sector as well as the non-formal learning that takes place within the volunteering sector.

France

In France, there are mainly 2 types of non-formal education:

- For professional purposes
- For personal reasons

In France, non-formal education is regulated by the law only when it is connected to a professional situation.

According to French law, it is incumbent on the State-employer to finance continuing training: the expenses of vocational training are borne either by the administration where the employees perform their duties or by the administration on whose initiative the training is organized.

Regarding non-formal education not linked to professional education purposes, in France, most of the courses for adult learners are provided by public pedagogic and activity centres and NGOs offering all kinds of educational activities, such as language classes, craftworks, writing workshops, ICT classes, CV redaction workshops and much more.

About the recognition of non-formal education in France, some efforts have been made, and legal mechanisms created: VAE (Validation of Prior Learning) is a procedure aimed at establishing a certain equivalence between the achievements of classical education and those resulting from parallel or self-taught courses, in particular.

However, real and rapid progress in the recognition of informal and non-formal learning outcomes is not guaranteed by this certificate and the most valid tools for skills recognition are still those developed by the EU: European Qualification Framework and Europass.

Ireland

For Ireland, numeric data about adults' non-formal learning are available.

2018 Report by the Skills and Labour Market Research Unit of SOLAS found that of the 2.58 million adults in Ireland, aged between 25 and 64 years:



- 221,700 or 9% had participated in non-formal learning activities in 2018.
- Lifelong learning rates increase with education attainment and decline with age – 65% of adults were aged under 44, and 69% were educated to at least undergraduate degree level.
- NFL learners tend to be in employment – 76% were in full or part-time employment.
- The border region (where we are based) had the lowest rate of participation with 8%, with Dublin having the highest rate with 17%
- Women were more likely to engage in NFL – 59% female, 41% male

In general, non-formal Learning in Ireland is often referred to as 'Community Education'. This is mostly provided by 'Community Education Facilitators' who are professionals working with the 16 regional Education and Training Boards (ETBs) that operate across the 26 counties of Ireland. CEFs can establish 'community education groups' to facilitate non-formal learning for adults. The aim of these groups is ultimately to find a path back to formal education for adult learners. To support this, our Dept of Social Protection offer the Back to Education Initiative (BTEI) for long-term unemployed individuals who can retain their social welfare benefits while returning to full-time education.

Training and upskilling for community education trainers who are employed by an ETB are usually provided for by an ETB. As the ETBs form part of a national network called – Education and Training Boards Ireland (ETBI) – each ETB is required to have a Quality Improvement Plan (QIP) for all teaching staff, where continuous professional development (CPD) of staff is covered. As part of a QIP, ETB staff can avail of upskilling that is provided by the actual ETB or alternatively, they can apply for financial assistance to undertake courses of further study outside of what is on offer in an ETB. The current CPD Programmes offered by our local ETB is the SafeTALK (Suicide Awareness) training.

Italy

At one time, the primary goal of non-formal adult education was to eliminate illiteracy. Since the level and quality of literacy have risen, adult education has been focusing on preparing adults to enter the workforce and preparing individuals to continue their own educational attainment. Many of the students enrolled in adult education including housewives, unemployed persons, and immigrants seeking newer opportunities for employment and further education.

The Italian adult education system is currently being reformed, as the change that will transform the CTPs (Centri Territoriali Permanenti) into CPIAs (Centri Provinciali per l'Istruzione degli Adulti) clearly shows. In fact, the Nota Prot. 1033 of April 2009 illustrates that these provisions should have come into force within the scholastic year 2010/2011, and so are very new in implementation.

Management of adult schools is the function of territorial centres (CPIA), which decide on the specific needs of communities. Adult education is planned and coordinated at the district level. Adult education centres usually function within an established school. The school principal is the coordinator for the adult education centre.



The Italian situation is characterised by the existence of public and private adult education providers. According to the recent political evolution promoting the increase in competencies of regional and local authorities, the responsibility for the adult education field has been gradually transferred to regions.

Local public institutions offer a range of courses for adult learners which give priority to basic literacy and numeracy skills, as well as foreign languages and Information Technology (IT) competencies. The private sector provides different categories of courses promoting the enhancement of adults' life skills. Private associations and organisations are financed by regional governments via public grants and competitions.

Activities in adult centres include counselling and guidance for applicants; literacy education at various levels, including preparation for higher education; language (Italian) education and special language training for immigrants and others; vocational education and training; and preparation for certificates of achievement in compulsory elementary education and secondary school certificate. Many adults return to school for retraining and changing career paths. Most classes are offered in the evening to meet the needs of the working student population. Certification includes Diploma di Licenza Elementare, Diploma di Licenza Media, and statement of vocational training and similar certificates of achievement for secondary education.

Vocational training is mainly provided through Professional Training Courses. Their main purpose is the integration of students into the world of work, but they also work to enhance the professionalism and qualifications of the student. Given the variability of the economic system, these courses are inherently flexible.

A non-formal learning service is provided by the Folks Universities (Università Popolari), which are a series of private and public organisations whose specific aim is to promote the education of adults. They organise diverse typologies of activities, mostly addressed to adults, but are also open to younger people. The first universities opened at the beginning of the 20th century, following the Danish and Swedish examples. The biggest university is Upter, based in Rome, which provides a wide range of courses (foreign languages, sport, Italian as a foreign language, etc.).

Another example of an NGO dealing with non-formal learning is the Università per la Terza Età, specifically dedicated to those over 50 years of age (usually retired people) who want to enhance their educational background. The association which coordinates these providers at a national and international level is called Unitre (National Association of Università per la Terza Età). Each region provides different rules for the opening of these kinds of institutes, but several general requirements exist:

- They have to be recognised as regular associations
- They must provide a minimum of 6 different courses of at least 100 hours each
- Two-thirds of the teachers must be graduates

They should be economically autonomous and have a regular administrative structure. They need to be a member of the national or international associations of Università per la Terza Età.



United Kingdom

The UK encourages “lifelong learning”, however this varies greatly by region. The London/South area has the highest amounts of participation, whereas it is lacking in the more rural areas.

There are 8 levels of qualifications in the UK: level 0 and under encompass ‘open’ (freely accessible learning) which includes non-formal learning.

The Providers of non-formal learning include: adult education, OERs (like the Open University which is also a distance learning provider), VET providers, specialist providers for those with special needs, and work-based learning providers.

The Preparing to Teach in the Lifelong Learning Sector (PTLLS) qualification is an OFQUAL (Office of Qualifications and Examinations Regulation) regulated qualification that allows you to become a trainer in the non-formal sector; this qualification is level 3 and therefore not equivalent to a higher education certification.

There are many courses online and in-person which are fully accredited, however, they are typically expensive (£295 for a 1-day course!)

“Almost a decade of austerity under successive Conservative-led governments has starved many adult learning providers of the support they need to thrive, and left participation in lifelong learning at a 20-year low. Too many people face practical and financial barriers which lock them out of learning and prevent them from fulfilling their potential.”

“Over the past twenty years, investment in training by employers and learners has halved, and we have an economy with high levels of employment, but relatively low levels of employer-related training and basic skills compared to many other OECD (Organisation for Economic Co-operation and Development) nations.” (2019 report from the Independent Commission for Lifelong Learning).



Seniors' low participation in non-formal education activities

Europe

The survey by Eurostat on adult participation in learning showed the results from measurements of adults between the ages 25 to 64, who participated in non-formal education and training. The results showed that between the years 2013 and 2019, the participation rate increased by 0.6% points (11.3% in 2019).

The article from Eurostat, Adult Learning Statistics, shows the data that was collected through the Labour Force Survey (LFS), a household investigation that collects information on the labour market and related topics through personal interviews. The reference period for the participation was four weeks preceding the interview. The results showed that in 2019 the participation rate of adults aged 25-64 in the EU who participated in education and training was 10.8% which is 0.7% points higher than the share for 2014. (Eurostat, 2020).

Other information on education and training is provided from the Adult Education Survey (AES) which shows the percentage of adults who participated in learning activities during the reference period of 12 months. The most recent results from July 2016 and March 2017 showed that in the EU, 44.4% of people aged 25 to 64 participated in education and training, where most of them took part in non-formal education and training. This survey didn't show a difference between men and women's participation, except from Cyprus, Czechia, Hungary, and Italy where men showed a higher percentage and Estonia, Finland, Latvia, Sweden, and Lithuania where women showed a higher percentage. Comparing the age groups, the evidence revealed that the younger groups participation rate (aged 25-34) was 20% points higher than the rate of older groups (aged 55-64). Also, comparing the level of educational achievement, it appears that people with a tertiary level education have a higher-participation rate (65.4%) than people with lower secondary education (23.6%). Furthermore, the most common providers of non-formal education (33.8%) were employers in the EU. Last, most of the activities (80%) were job-related. (Eurostat, 2020)

In 2016, the percentage of working-age adults that participated in non-formal education and training was 42.1%, while informal education or training, the number is quite lower (5.1%). Concerning the type of education and field of study, it is shown that in 2016, 17.6% of the formal and non-formal education and training for adults was relevant to business, administration, and law. The 15% of the training was related to services; health and welfare; and arts and humanities. Last, other fields like engineering, manufacturing and construction show records lower than 15%.

Regarding the participation in non-formal education in terms of gender, research has demonstrated that women tend to participate more in courses provided by community organizations (Hamil-Luker & Uhlenberg, 2002). Studies that have used samples gathered from specific non-formal courses, such as the Universities of the Third Age, also found that women participate more than men (Alfageme, 2007; Orte, Ballester & Touza, 2004).



Cyprus

The national report from Cyprus in 2017 on adult education and skills, indicated that the participation rate of adults in Cyprus in lifelong learning has been constantly low.

In 2017 the rate was at 6.9% which was 8.1% points lower than the EU target rate and 3.9% points lower than the EU average. Comparing the data from previous years, it is shown that in 2000 the rate was just 3.1% of the population, while the employment rate was at 72% in the same year. The rate grew over the following years, reaching 5.9% in 2005 and then increasing to 8.1% in 2010. The employment rate was 67.9% and 68.6% for the same years, respectively. During the period of the economic crisis in 2013, there was a decrease in the employment rate, as well as the participation rate in education and training at 7.2% which was 0.5% lower than the previous year. Finally, in 2016 the rate dropped 0.6% points from the previous years showing a rate of 6.9% (Cedefop, 2017).

The Adult Education Survey in Cyprus was performed between September – December 2016, using a representative sample of 4,500 households. The “Lifelong Learning” index of non-formal education for adults aged 25-64 was 48.1% while the European average rate was 56.6%. The proportion of men’s involvement corresponded to 56.6% and 40.4% for women. Participation in formal education for the same aged adults remained at 3.0% where men’s participation rate was 3.1% and women at 2.9%. The involvement of the 25-64 adults in non-formal education activities stood at 47.2% where men’s participation rate was 55.6% and at 39.4% for women. From the participants, those with the highest level of education in Higher Education that participated in formal or non-formal education activities showed a rate of 64.2%. From the sample, 70.8% of them took part in job-related non-formal education activities. Moreover, from the same sample, 68.8% of them engaged in non-formal activities during their paid working hours. In addition, the mean number of teaching hours dedicated to non-formal education per learning experience was 38 hours (Eurostat, 2020).

Adult learning statistics from Eurostat show that the participation rate of adults aged 25-64 in Cyprus that participated in education and training in 2019 was 5.9%. The rate has fallen by 0.8% points from the previous year and 2.2% points lower from 2010. Compared to the EU results, the rate in Cyprus is 4.9% points lower for the year 2019 (Eurostat, 2020).

A big challenge for Cyprus' education and training framework is to better promote the involvement of adults in lifelong learning programs and to improve young people's participation in VET. Another challenge is to increase the standard and effectiveness of VET at the upper secondary level, by enhancing the curriculum and increasing the quality and expertise of teachers. The results from Cedefop’s survey about EU citizens’ opinions on VET show that people in Cyprus are negatively biased towards VET at the upper secondary level, compared to general education, because they might not understand the meaning and contribution of VET programs (Cedefop, 2017).

France

In France, adult education is not as popular as in Northern European countries. According to the INSEE (National Institute of Statistics and Economic Studies), in 2012 only one out of three people between 55 and 64 was involved in learning activities, while eight out of ten people aged between 18 and 24 participated in at least one learning course. It is therefore mainly



younger employees who benefit from those advantages provided by the French labour law. Instead, the participation in non-formal education of older people aged 55+ is still very weak in France.

Moreover, the participation of French older people in learning activities is strictly linked to their professional life. According to INSEE, retired seniors spend their time in a more passive way than seniors who are still employed in a professional activity. Seniors' access to non-formal education is very limited: in 2012 only 50% of employed people aged 50+ attended educational courses for professional or personal reasons.

Language learning is one of the most popular activities for seniors, who are motivated by the pleasure to learn a new language and culture and by travelling. According to a study conducted in 2019 by Babbel, almost 30% of the French users of the application are between 65 and 74 years of age. Many French seniors also attend ICT learning courses. In this case, the promotion of ICT learning among older people comes from a need for seniors' social inclusion and, therefore, these courses are proposed by public institutions.

Regarding other learning activities, many seniors' associations and social centres offer cooking classes, ICT courses and other kinds of activities, however, no official data are available in France about seniors' participation, revealing the lack of visibility of this sector and the low commitment of public stakeholders.

Ireland

2018 Report by the Skills and Labour Market Research Unit of SOLAS found that of the 2.58 million adults in Ireland, aged between 25 and 64 years:

- 221,700 or 9% had participated in non-formal learning activities in 2018.
- Lifelong learning rates increase with education attainment and decline with age – 65% of adults were aged under 44, and 69% were educated to at least undergraduate degree level.
- NFL learners tend to be in employment – 76% were in full or part-time employment.
- The border region (where we are based) had the lowest rate of participation with 8%, with Dublin having the highest rate with 17%
- Women were more likely to engage in NFL – 59% female, 41% male

According to statistics from the 2016 Adult Education Survey, Ireland has a participation rate of 53.9% of adult learners aged 25-64, who are engaged in some form of formal or non-formal education, which is above the EU average.

Based on this survey, 49.7% of adult learners in this age range participate in non-formal education, with 8.6% of adults participating in formal education programmes. In comparison with younger learners (aged 25-34), senior adult learners in Ireland (aged 55-64), are still 20 percentage points less likely to participate in formal or non-formal training, than their younger counterparts.

Even though the national participation rate of both groups is higher than the EU average, younger learners participate in non-formal and formal education at a rate of 63.5%; with



senior learners participating at a rate of 40.1%. As such, on a national level, the gap between the participation rates of both age groups is wider at a national level, when compared to the EU average.

Mirroring the situation at a European level, in Ireland, employers provide 33.9% of all non-formal education programs; compared to just 14.2% provision from non-formal education and training institutions.

Italy

Adult education in Italy is mostly a formal education connected with integration in the labour market. There are few experiences of non-formal education. Non-formal education in Italy is mainly linked to young people.

The only non-formal education initiatives are proposed by NGOs. There are no other initiatives taken concerning adult's non-formal education.

Despite this, the local associations and NGOs are starting to propose non-formal educational activities for adults as well, in order to marginalize the existing intergenerational fracture between young people and adults.

European Erasmus+ KA1 projects promote mobility opportunities for non-professional training activities, where it is possible to identify some initiative in this framework. Please note that this means that the non-formal education activity must be done abroad, not in Italy. In addition, these activities promote different values, and don't address specifically the issue of non-formal education.

At the moment, there is no official recognition of non-formal skills.

United Kingdom

Whilst it is recognised by many reports sponsored by the UK government that participation in lifelong learning, both formal and informal, confers great benefits on seniors' wellbeing, there has nevertheless been a drastic change, over the past 50 years, in the attention paid to encouraging lifelong learning for all. Alongside a drop of 45% in funding for the development of adult skills, participation in adult learning has declined to its lowest level in 23 years. That said, current participation in non-formal education in the UK still sees seniors constitute a greater proportion than that of other age demographics, but with a definite difference between male and female participation (wherein men partake to a lesser degree). One UK study of 2021 identified 31% of the UK's senior population as participating in non-formal education.

Examining other factors that have statistical significance in relation to the demographics participating in non-formal education, it rapidly becomes clear that extant wealth plays a major role. Certainly this is an intuitive conclusion, but to explore it further reveals that vast cuts to publically-run services under recent governmental regimes have only worsened the issue, with fewer and fewer poorer seniors having sufficient access to affordable non-formal education opportunities.



The final (significant) demographic to consider is that of the education level of those involved. Regarding this, it is evident that those with a greater level of education already under their belt are far more likely to find representation in non-formal education than others. This factor is most apparent when considering whether or not participants hold a degree. Together, these demographic aspects of wealth and education level cement the conclusion that seniors' participation in non-formal education is a class problem, only exacerbated by years of austerity, cuts, and bureaucratic leadership without regard for social welfare or community.



Best methods to motivate seniors to attend non-formal classes and ideas to integrate them in the activities of BEST TRANE partner organizations

Centre for Social Innovation

It's necessary to modernize the system by taking advantage of the opportunities provided by information and communication technology. Also, the acknowledgement of skills is required, despite the way they were obtained (formal, non-formal or informal learning). This will lead to a smoother transition between different fields of education and training. To have a significant effect on lifelong learning and human capital mobility, it's important to implement the Integrated National Qualifications Process and the promotion of the Vocational Qualifications System. It seems to be necessary to start using an introduction system for the recruitment, evaluation and management of the Lifelong Learning system that will support the needs of its providers today (Roussou, 2014).

Additionally, we should keep in mind the non-participants' psychology and behaviour towards education. Research on non-participation of elders explains their non-participation through their previous negative experience in school, their insecurity and distrust in their learning abilities (Árnason, 2015).

To motivate older learners to participate in lifelong learning, advice and guidance services could be offered to them around the subjects of employment and entrepreneurship, skill development and supported employment and to teach them about non-formal education and its benefits. Also, in-person support should be offered for people that lack literacy or digital skills. Study shows that adults with low basic skills need an education that will satisfy their learning needs, which are different from young peoples or children, and they learn better through experience. Furthermore, adults with low basic skills seem to be unaware of their learning needs and unlikely to do their research for learning opportunities. It's important to offer targeted outreach activities for these people (PIAAC, 2012).

For older learners to participate in any course, they should have easy access to the courses, and they should be attracted by the environment. Some examples are a relaxed atmosphere and digital equipment (digital boards, smartphones, tablets, laptops). Several older learners showed that they are more willing to participate if they know that the courses won't be evaluated. To stay engaged in learning activities, it's recommended that the courses are short, useful and related to their everyday life. Concerning the content, it should be hands-on and problem-oriented to stimulate their interest and the teachers should use learner-based methods where it's focused on the learner's needs with the aim to develop their social and communication skills, through discussion and group exercises. During the courses, there should be a discussion or some lectures for further learning opportunities (OECD, 2020).

In terms of enhancing the motivation of employed adults, a correct approach is to embed the learning activities in their workplace and approach them directly through company visits or articles, magazines, press releases and radio advertisements (OECD, 2019).

To attract low basic skilled adult learners, it's best to provide comprehensive information and guidance services, develop tailored education programs and reach out to this group of people. Some ways to attract people is by offering one-stop-shops that offer advice and guidance and



mobile outreach services to contact unemployed adults or those living in rural areas. It would also be beneficial to involve health services to help disadvantaged target groups.

To apply these methodologies to CSI's activities, we need to understand the needs of older learners and the way they learn. Many obstacles like available time, skills, interests, number of participants may cause the rejection from older learners towards learning. To integrate the above-mentioned methodologies, it would be best to provide a platform or website, a source that is readable and easily accessed, where users are informed about the right skills and the learning achievements. Research from EuBia shows that participants seem to react positively in an intergenerational learning environment, where they are inspired to take action and engage in social interactions. Mixed aged groups could be organized between members with the same interests or skills. Based on the research, women tend to work well in physical activities and their learning project deals with biography/ identity/ participation. A different movement in Australia where men-only classes were implemented seemed to be successful and attract older men. Groups could be divided according to interests and gender. Furthermore, results show that in a mixed environment, computer classes are effective and at this point is very important to consider the equipment that will be used so that it's appropriate for a variety of needs.

Eurospeak

Among the best methodologies used to motivate older people to participate in non-formal classes are intergenerational learning, storytelling and role-playing. They can all create attractive and meaningful learning contexts for older adults, with various benefits. First of all, give and take relationships are developed between younger and older generations, enabling them to share values.

Second, older people are kept up-to-date with developments and trends.

Third, gaps between generations are bridged. Help is given to pass on all the skills that enable persons to function in society and respond to changes, like using the internet. Last but not least, on an emotional level, the engagement is positive.

Older learners are interested in social relations and want to challenge misconceptions. Role-playing motivates and helps them achieve this, while storytelling makes them recall past experiences and thus improve their memory performance. It also promotes reflection, creativity and socialisation.

Eurospeak has a number of approximately 1000 learners per annum. We aim to inspire active learning. We remain dynamic and use the newest teaching materials, technology and interactive learning tools, while we maintain varied and interesting methodologies in our classes. Storytelling and role-playing already lie among them. We also plan to integrate intergenerational learning by forming classes consisting of all ages, both youngsters and seniors, based on mutual respect and understanding.



Fuori dal Sommerso

Non-formal education should be free to take different forms from time to time, adapting to social dynamics.

The best methodologies that have been implemented by Fuori dal Sommerso are based on the following principles:

- Importance of non-formal paths carried out from associations and NGOs through “educational travel experiences”: travel as a life experience and an opportunity for non-formal learning
- Non-formal education as a training approach from the perspective of inclusion. In this view, Amnesty International highlights the human and educational value of non-formal education processes. This perspective favours an idea of participation and active citizenship. In Amnesty's logic, educating in connection with human rights does not mean just informing, but making people aware through “experiences”. An example is volunteering for adults as a form of non-formal education.
- Encourage life experiences: In this sense, associations play a fundamental role.
- Organizations must propose concrete “experiences” and volunteer opportunities for adults.

Fuori dal Sommerso works with seniors and disabled, and it should be involving adults in voluntary activities with disabled or elderly, for example small trips.

Solution

Overall, French seniors’ motivation to get involved in non-formal education activities depends very much on their need for social inclusion. This also explains the efforts that have been done by the French government to promote ICT classes among seniors, as having good ICT skills represent the key for better communication with family and friends, but also to go through online administrative procedures (*La socialization tertiaire des Seniors*, Carine Dou Goarin, 2014). According to the *Digital Baby Boomer* study, in 2017 50% of French seniors with ICT skills declared that they use the Internet to send emails and 44% of them to access social media.

Thus, one of the best ways to motivate seniors towards non-formal learning is to stress the social dimension of these courses. We can find many best practices in France of organizations proposing seniors’ courses based on social interaction. One of them is the PapiMamieDigital association, aiming at bridging the digital gap between generations by proposing ICT courses encouraging encounters and social dialogue, allowing seniors to feel less alone in the digital and in the real world. The benefits are multiple: entertainment, access to information, creation of social bonds, maintenance of family ties and access to services that facilitate autonomy.

Intergenerational learning is also a method that is often proposed by French non-formal organizations and that motivates seniors to get involved in learning activities. For instance, Les Talents d’Alphonse is a start-up that offers seniors the opportunity to share their know-how with the younger generation. It connects "curious" people who want to learn a skill with



seniors who want to share their experiences. This enhances seniors' self-esteem and social inclusion.

Based on such research and good practices, intergenerational and learning activities that stimulate social interaction can be integrated into the learning actions proposed by Solution. Besides specific training courses, the association organizes workshops to help immigrants and foreign young people to prepare their job applications in French. The intergenerational methodology could bring great benefits to the participants. Older people would support younger participants to write their cover letters in French and to highlight the points in their CVs that will give more value to their application. The result will be a win-win dynamic, in which young people benefit from seniors' knowledge and older people feel useful and get to meet people from younger generations.

The Rural Hub

Based on desk-research and ideation activities that were completed by experienced adult educators in The Rural Hub, the following methodologies and techniques were identified as being effective in motivating senior adults in learning:

- Ensure learning is relevant and applicable to their daily lives – senior learners in particular like to engage in learning that directly benefits what they do day-to-day, as they can see the value in engaging in learning when they know it will improve a certain aspect of their lives.
- It is a good activity to set goals with senior learners – sometimes working in the community, senior learners do not practice setting goals as much as younger learners do. This is a good activity to introduce to a group of senior learners, and then to support them to realise the role of learning in supporting them to achieve their goals.
- Invite senior learners to reflect on what motivates them – tapping into individual motivations can help educators to motivate the learner to participate.
- Ensure that there is always a social element to non-formal learning – socialization and combatting loneliness can be two key aspects to ensuring that senior adults remain active as they age. Highlighting the social aspects of learning can also help to motivate senior learners to engage in education – but this works best in face-to-face settings, and so there may be additional barriers to their participation with COVID-19 restrictions, as they may not have the IT skills to engage in education online.

Based on the methodologies listed above, The Rural Hub could integrate these methodologies into our work in providing education and training programmes to senior learners by implementing the following changes in our organisation:

- Conduct Training Needs Analysis to understand what skills senior learners want to develop that will support some aspect of their daily lives.
- Host workshops with seniors to help them understand their own motivations, and to set goals that they can achieve with the support of engaging in learning.
- Host social events for seniors – in person or online – to engage senior learners in non-formal education activities.



Intergenerational best practices in the field of non-formal education

In April 1999, at the management meeting of the current [International Consortium for Intergenerational Programmes](#) (ICIP), the following definition of intergenerational practices was agreed: "Intergenerational practices are vehicles for the purposeful and continuous exchange of resources and learning between older and younger generations for individual and societal benefits".

To further refine this understanding of intergenerational practices, it was concluded that the following characteristics were essential in these activities:

- a) Demonstrate mutual benefits for the participants.
- b) Establishing new social roles and/or new perspectives for the children, young people and older people involved.
- c) Involve multiple generations, including at least two non-adjacent generations with no family ties.
- d) Promote greater knowledge and understanding between the younger and older generations, as well as the growth of self-esteem for both generations.
- e) Address the social problems and policies most appropriate for the generations involved.
- f) To include the necessary elements for good planning of activities.
- g) Encourage the development of intergenerational relationships.

By this, we understand intergenerational practices as activities or programmes that increase cooperation, interaction, or exchange between any two generations. They involve the sharing of skills, knowledge, and experience between older and younger people. Also, in this second definition, we speak of exchange between generations, always aiming to achieve, at least, positive contributions for both generations. Again, it must be stressed: exchange goes beyond spatial coincidence, it is more than the mere fact that older people, children, and young people are together; they must engage with one another in a learning process that will benefit them both mutually.

Cyprus

Although there are programs in Cyprus that offer access to lifelong learning to adult learners, there is limited evidence of intergenerational practices that can bring together the older and younger generation with the aim to learn from each other. As a result, there are not enough examples, and it is not easy to find some best practices.

Some universities and organisations in Cyprus are involved in European projects about lifelong learning applied in an intergenerational environment. An example is the University of Nicosia, which was part of the consortium of a European project called GRANKIT – Grandparents and Grandchildren Keep in Touch. The aim of this project was to explore the relationship developing between the first and the third generation of members of different European families through the provision of ICT opportunities for learning. The project involved grandparents and grandchildren from the participating countries. Grandparents who might be educated (but not necessarily computer-literate) were trained with the involvement of their grandchildren to acquire basic ICT skills. The goal was to achieve skills that would



enable them to communicate with their grandchildren by using social network groups with the aim to provide support, guidance and help to their grandchildren, while at the same time reducing inactiveness, isolation, loneliness and becoming active citizens who can have access to the electronic world.

Another organisation based in Cyprus, the [CARDET](#) (Center for the Advancement of Research & Development in Educational Technology) is part of the European project LearnGen - Intergenerational Mentoring and Learning in the Workplace. The project's focus is to combat segregation, discrimination, and social exclusion of marginalized workers, and it addressed the need by the EU Commission in 2017 to an inclusion and diversity strategy promoting the inclusion of older staff in equal work opportunities as younger staff. LearnGen will assist develop skills in both worker groups to teach and learn from each other, making them less vulnerable to professional challenges, resulting in the implementation of innovative practice at the organizational level, specifically, by having older workers mentoring youth on skills such as strategic and critical thinking and problem-solving and young workers using reverse mentoring to train older workers to become digitally and media literate. The main outputs of the project:

- Intergenerational Learning Curriculum
- Training Package for employees trained to become Mentors
- eLearning Platform and OERs.

The [LCEducational LTD](#), an education and training centre in Cyprus, is part of the consortium of the Erasmus+ project "Bridge to multicultural learning and creating". The aim of the project is to increase the quantity and above all enhance the quality of multigenerational cooperation between the oldest and the youngest generation – seniors and preschool children. The project's objective is to develop and pilot four well planned multigenerational activity programs, which will become a part of regular activities of all project partner organizations.

Given the results above, and the overall research on intergenerational learning in Cyprus, a list of best practices was created, with activities that can be implemented in an intergenerational environment:

1. Dedicate some time for learners to feel comfortable and learn from each other
2. Design tasks (case studies, role play) that require the active participation of all participants
3. Offer opportunities where young learners can learn from older learners and vice versa
4. Prepare each generation before the activities as to what the expectations are, how they must behave and establish clear ground rules such as to respect each other
5. Promote extensive dialogue among participants
6. Promote group-based learning where learners work together in a friendly environment to solve a common problem with their group
7. Communicate with learners to learn their interests and let them choose the topics that they would like to work with



France

In France, there is a number of organizations proposing interesting intergenerational activities bringing together seniors and young people.

In 2016, Thibault Bastin and Barthélemy Gas decided to put seniors at the heart of our society and to promote their skills by creating [Les Talents d'Alphonse](#) to answer the needs of 410,000 Parisians over 60, i.e. 19% of the Parisian population.

This platform brings together passionate retirees and curious young people, for exchanges around a common activity.

Today, is a community of 60,000 young retirees who are determined to help each other and enjoy this new stage of their lives.

The association works this way: a retired person has a passion, know-how or a particular skill: restoring old furniture, DIY, photography, mechanics, sewing, gardening or even music. They want to pass it on. Thibault and Barthélemy met the persons and assess their motivation. Then this person can join Alphonse or Alphonsine's group. On the other hand, they receive requests from young people: one wants to repair his motorbike, or another wants to learn to knit. So they look for the nearest senior and put them in touch. If they get the hang of it, they make an appointment and start the activity.

[Tous en Tandem](#) is a social start-up that designs interactive, cultural and intergenerational activities for seniors. This platform is the first network of students at the service of the elderly to create cultural activities in structures for older people, in agencies or local authorities.

Alexandra de Saivre created Tous en Tandem after an initial career in the marketing departments of large groups. The aim of her start-up is to boost the social life of senior citizens through culture and intergenerational activities, and more specifically, that of those who live in retirement homes.

The first workshop took place in March 2018 at the Jardins d'Arcadie residence in Versailles, and the residents quickly agreed. The participants were delighted, and the residence agreed to a test over several sessions.

Alexandra then embarked on a canvassing campaign which led to the setting up of workshops in 25 cities in France, the recruitment of 70 students for the deployment of more than 170 workshops since October 2018.

Tous en Tandem offers 3 types of cultural workshops:

- Les Mémorables:

A cultural and interactive workshop to discover an artist, a writer, committed women and men or a historical figure. Le Tandémien uses a digital medium projected on a screen to lead the workshop step by step. The Tandémien introduces the theme of the workshop and then, together with the participants, they explore the subject by alternating reading passages with challenging exercises.

- The Creatives:

A fun and stimulating session to discover past or present authors and explore their style and pen, then create in their own way. The preface plunges into the authors' world, alternating



passages on their life and exercises to stimulate the memory. Then the Tandemian guides the seniors to create a piece of writing in the author's style.

- Les Echappées:

Once a week, the Tandemian meets a senior citizen on the telephone for 20 to 30 minutes to discuss a cultural theme. The senior citizen chooses a cultural escape topic from among more than 30 themes on which the Tandemian has been trained.

Ireland

Intergenerational Music project was a project that took place in County Carlow, Ireland. This project aimed to teach future generations of musicians about styles of playing, music, Carlow-specific tunes, and the history attached. The Intergenerational Music project focuses on Irish traditional musicians and the music of County Carlow. It brought together young musicians, with older musicians who were highly skilled and knowledgeable about Irish traditional music. The young learners benefitted from learning new skills and gaining new insight into Irish music from experienced, passionate musicians. And the older musicians benefitted from sharing their tacit knowledge with younger generations and passing their skills on to the next generation of traditional Irish musicians:

“... everyone, whatever their background, gets access to music tuition. That's the idea.”
Bono, from the rock band, U2.

[Together Old and Young](#) is a two-year project that is based in Dublin. TOY is an intergenerational learning project involving older people (55+) and young children (0-8). It aims to extend and enhance intergenerational learning and practice by creating constructive relationships between both generations, young children, and older people, and to contribute to the social cohesion of communities. TOY is a multidisciplinary and multilateral project that has been designed to bring generations together and learn together in European countries, responding to the lack of opportunities for both age groups across Europe, and allowing these age groups to share their experiences and perspectives with one another. The benefit of this best practice is that both age groups have the opportunity to network together, to have their opinions and views heard, to share their worries and concerns and to engage in building a better Europe for everyone.

[The Maugherow Intergenerational Project](#) is a project initiated in 1998 by the Arts Office of the Sligo County Council (now known as Sligo Arts Service). Maugherow is an expansive rural community 12 miles north of Sligo City, Ireland.

This project was not only set up to explore the potential of using the arts in a school setting to address the isolation and exclusion experienced by many older people in rural areas, but also to benefit the schools, their pupils, and the wider community.

This programme includes several key principles and approaches such as participation, social inclusion and equality of access, prioritising the individual as a resource, facilitating high-quality arts experiences, supporting individual creativity and self-expression (regardless of age or ability) and working in small numbers to provide, where appropriate, one-to-one support. All these values were important to both younger and older participants.



The Maugherow intergenerational project ended in 2007 but following this programme some of the older members of the project, now in their 90s, continue to run fortnightly workshops and are involved in everything from counter dance to weaving projects including Sligo canopies, sculptures, and trees etc. into large scale woven textile pieces.

Generations Together, a programme launched in April 2011, focuses on creating new intergenerational projects and supporting existing projects across Ireland. The aim of this programme is to bring people together in useful and mutually beneficial activities that promote greater understanding and respect between generations and contribute to building more cohesive communities.

The programme supports practices that create opportunities for older and younger people to meet and learn from each other and to bridge the gap between generations. It promotes inclusion and harnesses the positive resources that different generations can offer to each other and those around them.

Generations Together targets groups of young and old in communities, schools, and cross-border projects.

It is worth mentioning that this programme offers great opportunities to support new intergenerational projects and initiatives to be recognised by archiving them in a report that will be available to many stakeholders, as well as online.

Italy

“[Memory Project](#)”: meeting, dialogue and sharing activities between generations through innovative tools was created by "Media, Educazione, Comunità", a Social Promotion Association formed by educators, trainers, journalists, graphic designers, media experts, technicians in the field of communication, which is based in the Province of Udine (Friuli Venezia Giulia).

The project's fundamental purpose is to bring different generations together, through the use of innovative tools. During the activities, a series of video interviews with local elderly people were conducted by adolescents / young people accompanied by a trainer. The first interviews often involved grandparents and acquaintances.

During the interview, questions were asked about the life of the elderly and, in particular, about their adolescence and the constitutive aspects - conflict with parents, transgression, peer group, sexuality, friendship, and school.

Videos were prepared to present and spread the interviews to the community. The project is an example of intergenerational dialogue with the interview methodology. These videos were then presented to the interviewees and to the whole community.

The project had a duration of twelve months, including interview planning, meetings, shooting and editing of the interviews.

The objective was to involve young people in research on adolescence that leads them to discover the elderly, in a different perspective from that with which they are usually seen and perceived. This leads to the creation and reinforcement of the sense of community.



Another fundamental objective is to work with images to make young people pass from the passivity of the television medium to a creative use of media, through all the construction steps (idea, choice of subject, shooting, selection of images, editing). These activities promote the development of creative and critical thinking.

The project took place in Udine and its target groups were:

- Students and young people aged 14 to 20
- Local seniors, coordinated and organized by trainers

Regarding the innovative elements, the “Memory Project” aims to experiment with innovative ways of meeting and dialogue between generations through the use of video interview. This tool is used to listen to each other and create a space in which to share stories and emotions between adolescents and third age people.

The “[Grandparents on the Internet](#)” project, carried out by the Fondazione Mondo Digitale, is a digital literacy plan for the over sixties, which has reached its fifteenth edition. In fifteen editions, 37,000 senior Internet users graduated (about 65% are women), led by 21,800 student tutors and 2,165 coordinating teachers. The intergenerational learning model involved 20 Italian regions.

“Grandparents on the Internet” offers courses that take place in the computer rooms of schools of all levels. The participants are citizens of the area over 60: they can be the real grandparents of the students or enrolled in the elderly social centres or other associations.

For each school, classes of 20/25 seniors are formed. The teachers are the children who attend the school, coordinated by a teacher expert in information technology. The course program is structured in such a way as to complete the “ABC” of the computer in 15 lessons, from switching on to surfing the Internet, from the use of e-mail to social networks. This allows the elderly to familiarize themselves with new communication technologies.

Each edition is enriched with a multimedia work that tutors and grandparents build together to practice with the PC: from the preparation of an online dictionary of the games of the past to the digital photo album with vintage photos.

The objectives of this action are:

- Reduce the digital divide, that is, the disparity of knowledge between generations in terms of new technologies;
- Provide the elderly with basic skills on the use of new technologies;
- Foster intergenerational dialogue, exchange and understanding;
- Create a network between the community (senior citizens' centres) and public schools.

This project was implemented in all Italian regions and its target groups are older and younger people (tutor junior and senior).

“The Grandparents on the Internet” proposes a reversal of perspective - grandparents who go to school, children who are teachers and teachers who watch children who teach their grandparents. This allows you to acquire new ways of thinking, acting and relating to others. This change of perspective reminds the famous scene from the film *Dead Poets Society*, in which Professor Keating makes the boys get on the desks to look at the classroom from above.



“Grandparents on the Internet” is an opportunity to look at the world from a different point of view. Taking on a completely different role from the usual one has important consequences. Children directly experience the difficulty of transmitting notions to grandparents, they learn to reflect on themselves and their own resistances, often very similar to those of grandparents. This new awareness helps students engage in more collaborative behaviours and prevent failures. Grandparents, through this complex network of new roles and functions, find themselves still capable of doing many things. They are able to learn notions and technical skills, but also - and above all - to successfully enter new environments and to relate to others. In a word, they discover that they are still capable of growing.

United Kingdom

According to the Generations Working Together [glossary](#), intergenerational practices aim to “bring people together in purposeful, mutually beneficial activities which promote greater understanding and respect between generations and contributes to building more cohesive communities. Intergenerational practice is inclusive, building on the positive resources that the younger and older have to offer each other and those around them” (Beth Johnson Foundation, 2009). In the UK, we have thus identified the following examples of intergenerational practices in non-formal learning in the UK.

[Generations Working Together](#) is a nationally-recognised centre of excellence supporting the development and integration of intergenerational work across Scotland. The Scottish Centre for Intergenerational Practice has developed a “[Users Guide to Intergenerational Learning](#)” which defines intergenerational learning and provides reasons why it is important in educational settings. The guide is intended to be used by those who are organising intergenerational learning activities, possibly for the first time, and provides instructions on how to plan such activities. They use the term ‘formal intergenerational learning’ to describe the context in which to apply their advice; however, by this they simply mean any planned activities that are set to meet specific objectives. Thus, our definition of non-formal learning is encompassed within their definition.

They state that this learning should purposely be planned to take place between different generations and is not limited to only the very young and very old. People with an age difference of 10 years are considered to fall within different generations. The central aim of these activities should also have a direct benefit to all parties, not just one group of learners. The guide prompts individuals who are thinking of organising intergenerational activities to address the following questions before starting to plan:

1. Who are the learners, from which generations?
2. What do we want our learners to achieve?
3. What learning opportunities will be provided?
4. How will we evaluate it?

They suggest involving the target groups in the planning and design stages of the activities in order to assess the need and the level of impact the activities could have on all groups. It is important to be aware that not all participants will want to be involved in this stage. Another point to keep in mind is that during these activities, give all individuals a chance to participate



and do not let a few talkative and prominent individuals exclude the others. This can discourage the participation of anyone who is on the shy or quiet side. It helps to explain what you are working on very clearly, so that even new arrivals are included and aware of what is going on. The guide also highlights the importance of taking health and safety into account for all groups; children and the elderly require high levels of attention and care, especially if some of the older individuals are frail and/or have health problems.

The Scottish charity Highlife Highland launched a project in 2016 designed to help older people aged 60+ learn the ins and outs of technology. The [Getting to Know Your Techno](#) project was already delivered once in the past and was met with great success, thus they decided to resurrect it once more due to the need for access to digital education in this remote area of Scotland. This was also organised in order to combat isolation and loneliness among seniors in this remote area of Scotland, plus it provides opportunities for young people to build relationships with older people and break down stereotypes.

Dozens of senior participants were paired with young people in order to help the older people better navigate the internet. The young people were able to help them with a variety of issues they were facing. The lessons were tailored to each individual participant with the goal of improving their quality of life through positive social interactions.

Some of the topics covered during the lessons were online banking, internet safety, shopping online, using e-mail, and even setting up social media profiles. As a result, the older people got to improve their technological skill set while feeling valued and making new connections. The younger people, in turn, were able to share their skills and gain self-esteem through the activities.

The [Old's Cool Intergenerational Practice Toolkit](#) project was launched by the Citadel Youth Centre in Leith, Scotland in 2015 with the aim of "training and supporting young people at risk of disengaging from school, to facilitate intergenerational activity with older people, and to present a record of their work to the wider community." The project developed a model of intergenerational practices and compiled into a toolkit for organisations who wish to implement a similar learning model. The practices in the toolkit focus on establishing good rapport between young and older people through open communication. The role of the young person in this method is that of a 'facilitator.' With this method, young people learn communication skills and build confidence.

The toolkit provides a list of suggested practices that anyone can use to design their learning activities. For example, one suggestion is to use technology such as iPads during the lesson. This will give your learners an opportunity to explore a variety of different media (pictures, videos, audio recordings, etc.) while engaging in the activities. Older people can also upskill themselves by learning how to use tablets for different reasons, not to mention it being an easy and portable way for older learners to access the internet at home if they do not have a computer. Tablets can be used to create music, conduct interviews, share/create videos and presentations, and many other highly engaging activities for all ages.

Another suggestion is using photography as a tool for engaging learners in intergenerational activities. Some students who are on the shy side may be more keen to participate in an activity that asks them to take photos rather than speak, and this can be the first step that leads them to participate in future activities to come. Another sample suggestion from the



guide is to use problem-solving exercises as a way to facilitate teamwork between generations. Activities where learners have to work together to find a solution to a problem can enhance communication between older and younger learners and teach them how to effectively communicate with one another.

Aside from the examples above, the Old's Cool Toolkit contains many more suggestions for how to structure intergenerational activities, how to evaluate them, and how to implement them in the classroom.



Innovative intergenerational activities to implement in training centres

This section collects original intergenerational activities that were designed by the project partners. They took inspiration and example from the best practices collected in their countries.

Center for Social Innovation

The topic of the following activity is connected with the Sustainable Development Goal – “Make cities inclusive” ([SDGs Goal 11](#)) and can involve participants from 2 age groups: adults (aged 18 – 30) and seniors (aged 55+). The objectives of the activity are:

- The older generation will mentor the younger generation on skills such as strategic and critical thinking, and problem-solving.
- The younger generation will train the older generation to become digitally and media literate
- All groups offer ideas on how to involve and make cities inclusive

The trainer will need the following material to implement the activity:

- Wi-Fi connection
- Laptop/ tablet
- Paper
- Markers
- Resources: www.un.org/sustainabledevelopment/cities/

Participants will work in pairs (one from each generation).

The trainer will present to all participants Sustainable Development Goal 11: Sustainable cities and communities: - Make cities and human settlements inclusive, safe, resilient and sustainable. The trainer will start a discussion about urbanization using a presentation with bullet points on what is the current situation in cities and how has Covid-19 impacted urban areas. The outcome from this activity is for each group to work together and present an exhibition on how they can offer opportunities so that urban areas get more involved. The ideas from each group will be presented to all groups and then disseminated to the target group that each group decides (cities, municipalities, etc.)

The trainer will start the activity with the Ice-breaker “Let’s meet each other”. All participants sit in a circle. The trainers start introducing themselves, saying only their name, two true facts and one lie about themselves. The rest of the group need to identify which facts are true and which fact is a lie. Then the trainers will invite participants to proceed introducing themselves in the same way. This way, participants learn some important facts about each other and feel more comfortable

Here are some tips for the trainers:



- Make sure that you promote a friendly and safe environment where all participants feel comfortable and respect each other
- Let participants work in their group and help only when it's necessary
- The goal should be to learn something new but also to learn how to work with older/younger generations

STEP 1

The participants from each group begin a discussion between them about urbanization and they collaborate to answer the following questions:

- Which areas (rural or urban) has the Covid-19 impacted the most and how?
- In your opinion, what will be the consequences in the future if there is no change?

STEP 2

Each group searches the internet (the younger generation helps the older generation on how to navigate, etc.) on ways to make urban areas more inclusive, safe, resilient and sustainable. All groups must work on [Jamboard](#) and create their own board presenting their findings.

STEP 3

Each group begins a discussion about one way that they could help urban areas become more inclusive, safe, resilient, and sustainable. They work together to present their idea on a poster and decide on the target group they want to attract. They also think of ways they can communicate their idea with people that live in urban areas and make a dissemination plan with the promotional material they will need, how to contact people and what are the expected results.

Eurospeak

Based on previous research for the BEST TRANE project, Eurospeak has designed the following intergenerational language learning activity, which is focused on communicative skills (speaking and listening).

The title of the activity is "Only as Old as You Feel" and it aims at practicing speaking about strong emotions, to practice engaging in active listening, to build emotional intelligence. The language level is Intermediate (B1) and can be implemented with 8-14 learners of varying ages, but could be done with more or less.

The duration of the activity is 45 minutes – 1 hour, depending on class size and the trainer will need a white board/chalk board, computer, PowerPoint or another slideshow software, and a projector.



STEP 1

The teacher introduces 'strong feelings' vocabulary by displaying a photo or video of someone who is feeling a particularly strong emotion. The students try to name the emotion(s) they see before the teacher reveals the actual vocabulary word. Vocabulary words, once revealed, should be written on the board, so they are visible to the students throughout the lesson. Which emotions and how many you choose are at the teacher's discretion, depending on class size and timing.

1. Note: as this is for B1 level, vocabulary should be appropriate and not too basic – not just 'happy' and 'sad,' but stronger words like 'thrilled,' 'exasperated,' 'overjoyed,' 'terrified,' etc.).

STEP 2

The students get into partners, making sure to pair older learners with younger ones wherever possible.

STEP 3

Again, the teacher presents the same slideshow, only displaying one feeling at a time. The students take turns asking each other about a time when they felt that emotion. Sentence starters can be given to the students as well ("Can you tell me about a time when you felt...?", "When was the last time you felt...?", "The last time I felt ___ was ...").

STEP 4

Students are encouraged to ask follow-up questions during this activity - "How long ago was this?", "Why did you feel that way?" etc. The goal is to find out as much information as possible about the cause of that emotion.

STEP 5

After each emotion, students will volunteer to share what *their partner* said with the class. Each student must volunteer at least once. This will encourage active listening during the activity because they know they will have to repeat it later. This will also serve to build rapport between students as they share their life experiences, and emotional intelligence as they learn to recognise emotions in others and articulate their own.

STEP 6

At the end of the lesson, the teacher will reinforce the vocabulary learned by displaying 5 'ordinary' sentences on the board. The partners then take turns saying each sentence using the tone and intonation of the various emotions they were just introduced to. For example, a sentence might just be 'Some apples are red, and some apples are green.' The students would take turns saying that sentence in an exasperated tone, a thrilled tone, etc. This will help to solidify what was learned.



As an (optional) extension to this activity, the following day, students could bring in photos of themselves (or someone else if they don't feel comfortable) feeling a strong emotion, either physically or using a mobile device. The other students can take turns guessing which emotion they were feeling at the time and saying why they think that, then the student whose picture it is can reveal the truth about what they were feeling and the story behind the photo.

Fuori Dal Sommerso

FDS is working on a specific project in the field of the intergenerational education: "IDEA: Intergenerational Dialogue For Europe Awareness" co-financed by Erasmus+ project. The activity consists of organizing an experience of dialogue between young and old people following the methodologies of the Human Library, in such a way that the old person understands the difficulties of young people today and vice versa.

The method originates from Denmark ("Menneskebiblioteket", as it is named in Danish), and it was firstly launched at the 2000 edition of the Roskilde Festival, in Copenhagen. Its creators Ronni Abergel, Dany Abergel, Asma Mouna and Christoffer Erichsen, were the members of a local youth NGO called Stop the Violence, founded after a mutual friend was stabbed in the nightlife. Therefore, the original mission of the Human Library methodology was to raise people's awareness and use peer group education to combat violence and prejudice.

The idea is to promote open and honest conversations, so we can all better understand diversity. It is like a real book: you borrow a human being from a "library" and live through their story as if they were a book.

The Human Library event can be implemented in the following way:

STEP 1

Choose the type of living library and the topic (in our case, Intergenerational Dialogue).

STEP 2

Create a catalogue and find living books.

STEP 3

For each living book, prepare an abstract in order to introduce the Book.

STEP 4

Create usage instructions.

STEP 5

Organize the event as a voluntary conversation. Joining a Human Library is voluntary and readers have to be open for a conversation. It is a meeting, where the conversation can go



any direction, but the basis of the conversation is the title (and, with that, the prejudice) of the human book, for example 'Homeless' or 'Transgender'. It is explicitly not meant as storytelling, but as a real dialogue. The reader will also speak and can ask specific questions.

STEP 6

Evaluate the event through a survey by involving all the participants and collecting their feedback.

Solution

The following activity can be carried out by Solution's staff to promote dialogue and mutual interest between young and older generations. The objective is to get young migrants and older people to interact and improve their digital skills. The impact will be on both groups, who will feel that this exchange is beneficial for them.

STEP 1

The educator will recruit the target groups through the association channels (emails and social media or direct contact with the learners).

The educator will inform the learners about the "Tell your story" workshop and about the date and venue.

The group should be composed of maximum 3 pairs of one young migrant and one senior.

STEP 2

The educator will start the workshop by presenting the "Tell your story" workshop: older participants will be invited to tell a story of their lives that impacted them and that they will never forget. It can be both a fun story or an important event in their lives. The participants will work in pairs in the following way: senior participants will tell their story, and young migrants will shoot short videos of seniors' testimonies with their Smartphones.

The educator will supervise this activity and will indicate the duration of the videos in minutes. It is recommended that the videos last up to 20 minutes.

STEP 3

Once all the videos have been shot and registered, the pairs will work together to upload them on the "Tell your story" Facebook group that the educator previously created for the workshop. Each pair should create a post with their videos together. The young migrants will have to show the senior participants how to do that and also how to share it on their Facebook account and how to invite friends to join the "Tell your story" group. If some participants haven't got a Facebook account, they will be helped to create one.



STEP 4

The educator closes the workshop by asking the participants to share thoughts and to mention 3 things that they liked during the workshop and 3 that they found particularly challenging.

The Rural Hub

The Befriending and Companionship activity will focus on helping young people with older people. Accompanying them and sharing their activities in local clubs or groups.

STEP 1

The first step is the search. It is important to first look for places in your community that inspire your intergenerational project. Such as libraries, local schools, theatres, orchards, local poetry, or music societies, etc. All these places have something valuable to contribute to your intergenerational project. Groups of older people often form an "association of friends" and visit each other regularly to get to know each other, share company and activities, and broaden horizons; we can identify these types of groups in our community as well.

STEP 2

Once we have located these places, we can choose to create our own publicity to promote the activity we are offering. This type of advertising can be:

- PRINTED: Flyers, brochures, posters, hangtags, etc.
- ONLINE: Instagram, Facebook, using Hashtags, on the websites of events or locals, etc.

STEP 3

We have already decided what type of advertising we will use for our activity. Now it is time for dissemination and distribution! With this we will achieve our goal of fostering social relations through these intergenerational activities, improving, and favouring relations between people of different generations.

STEP 4

Adopt a friend! After we have interacted and shared activities with people of different generations, it would be a great experience to keep in regular contact with them through visits, telephone, or letters. Older people tend to get along with younger people based on the same interests and talents.



Dos & Don'ts to teach seniors

When carrying out activities and giving classes to seniors, there are a number of tips to keep in mind and to avoid. The following section lists the Dos and Don'ts of teaching to older learners.

Do's

- Keep the size of the group small (5-7 people if possible).
- Try to involve learners having more or less the same level.
- Find an attractive title/content for your workshop and connected to the learners' concerns/hobbies/points of interest.
- Keep an individualized teaching approach.
- Make sure that the documents used during the course correspond to the content of your session.
- Make sure that the progresses made by the participants can be measurable (try to teach a new skill each time).
- Try to make the participants feel that they can also share their knowledge with you and the other participants.
- Give yourself the opportunity to organize special events in order to motivate your group.

Don'ts

- Don't assume older learners can't or don't want to learn new technologies. They can acquire the necessary skills effectively when appropriate training is available.
- Don't stereotype older learners. They aren't all sitting around waiting for retirement! They are productive, competent people with lots of valuable knowledge and experience.
- Don't waste time teaching them what they already know and can already do proficiently.
- But don't assume just because of their age and experience that they don't need training.
- Avoid childish contents and activities.



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