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**The MATURE training programme**

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| **UNIT TITLE AND NUMBER: Unit 2 Know your target group** |
| **INTRODUCTION**: Target groups differ in attitudes, disposition, level of interest, engagement, preference, needs and socio-economic background. It is important to thoroughly research a target group to provide insight into which approaches will enable reflection on participation or non-participation in your training. Disadvantaged older people are less likely to be engaged in any kind of learning due to different age-related barriers or other potential disadvantages, such as health, cultural barriers, barriers of dependency and attitude. For this reason they need a training programme that will address their needs and present them with benefits of learning for everyday life.The unit introduces issues an adult educator needs to take into account before starting to target a group, gives advice and suggests methods to recruit and engage non-participant older learners.RESOURCES:[1] [MATURE research report](http://matureproject.eu/wp-content/uploads/2013/01/MATURE-Research_upload_versionC_100613.pdf) [2] [European guide](http://www.ab.gov.tr/files/ardb/evt/1_avrupa_birligi/1_9_politikalar/1_9_4_egitim_politikasi/ec_guide_adult_learning.pdf) – Strategies for improving participation in and awareness of adult learning[3]  [EuBia](http://www.bia-net.org/images/stories/eubia/pdf/eubiaguide/eubia-guide-en.pdf) – Getting Older People Involved in Learning[4] [Eurostat](http://epp.eurostat.ec.europa.eu/cache/ITY_OFFPUB/KS-FP-13-001/EN/KS-FP-13-001-EN.PDF)[5] [Barriers towards Participation in Adult Education and Training](http://www.leeds.ac.uk/educol/documents/157725.htm)[6]  [Understanding multiple disadvantage in older age](http://www.natcen.ac.uk/media/27567/understanding-multiple-disadvantage-in-older-age-research-findings.pdf)[7] [Quality of life and disadvantage amongst older people](http://www.keele.ac.uk/csg/downloads/researchreports/Quality%20of%20Life%20and%20disadvantage.pdf) |
| **LEARNING OUTCOMES**: * identify non-participants in later-life learning/disadvantaged older adults (task 1),
* understand what impact barriers have on their everyday lives (tasks 1, 2, 5, 7),
* recognise various ways and methods of reaching them and of engaging them in learning (tasks 2, 3, 4),
* identify intermediaries in the local community and learn about ways to benefit from them (task 4),
* translate gained knowledge into effective practice to meet the needs of the learners (task 5, 6, 7).
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| **UNIT CONTENT**:  |  |
| **BEFORE STARTING – PREP PHASE:** This unit requires the following material: a flip chart or posters, markers and pens, post-its, paper rolls and prepared questionnaires. Adapt proposed methods to the size of your group.TASK 1: Have an **open discussion** about older adults and their participation in education to identify who are the disadvantaged older adults who are less likely to be engaged in learning. Possible questions to stimulate discussion:* What do I know about participation in learning among older adults in my city/country?
* What do I know about the impact of poor health, increasing dependency, cultural difference and attitudes towards learning on the lives of older people in my country?
* Who are the older adults who come to my classes/trainings/workshops? What do I know about them and their needs?

Possible approach: write on a flip chart (or poster) EUROSTAT statistics about participation in lifelong learning (Source 4) and compare them with the statistics of your country. Based on the answers about participation, have the group extract who are the ones that **don’t** participate and write the findings on a flip-chart. Discuss possible reasons for their non-participation.TASK 2: Invite the group to find a case study/success story related to a specific barrier concerning disadvantaged older adults. Challenge the group to find the benefits of participation: *Why should disadvantaged older adults participate?* Some examples:* **health barriers**: Ella (Zurich) – learning for seniors in in-patient clinics ([Source 1](http://matureproject.eu/wp-content/uploads/2013/01/MATURE-Research_upload_versionC_100613.pdf), page 36)
* **barriers of dependency**: Enhancing informal adult learning for older people in care settings (NIACE)

Watch: <http://www.youtube.com/watch?v=YsD7G9Pc__o&list=TLEMwf3lHO5lY>* **cultural barriers**: Computerfrühstück für Ältere (computer breakfast for older people) ([Source 1](http://matureproject.eu/wp-content/uploads/2013/01/MATURE-Research_upload_versionC_100613.pdf), page 27), Watch: <http://www.youtube.com/watch?v=8yud_Lwmevo>
* **attitude:** within the group play a game of associations about age, positive and negative perceptions. If possible, divide the group into two for role play: one will be an advocate for negative perceptions and the other for positive perceptions. The two groups conduct a debate.

Group reflection: What is the key idea? What were the main benefits for the learners? How can I use the results to empower the learner? How can I turn a negative perception into a positive one?TASK 3: If possible, divide the group into various working teams. Distribute paper rolls with themed situations (prepare them before), where they are faced with the challenge of reaching non-learning older people (who face barriers listed in task 3). Have them select one paper role randomly and build a recruitment strategy.Questions that can be addressed: * Where to find them and how to reach them?
* Why does adult learning matter for this group and reasons to participate?
* How to motivate them, how to get them involved?

When collected, pin the answers to a board and invite each working team to present their results. Some ideas and possible strategies for recruitment: * personal approach: Tell your story, Source 3, p. 36
* media campaign: example Don’t look back!, [Source 2](http://www.ab.gov.tr/files/ardb/evt/1_avrupa_birligi/1_9_politikalar/1_9_4_egitim_politikasi/ec_guide_adult_learning.pdf), p.99
* awareness-raising events: Open day for migrants, Source 2, p. 100; [Learning Parade](http://llw.acs.si/learningparade/lp/) – Days of Learning Communities
* intermediaries: Ripe Enjoyment of life, Source 1, p. 25-26; Simbioz@ – e-literate Slovenia, Source 1, p. 34; Health Literacy for Elders, Source 2, p. 98; Take a Walk Through History, Source 1, p. 104

TASK 4: Present a case study about intermediaries (individuals, organisations or agencies who work with and on behalf of older adults in a paid or voluntary capacity). Have participants “detect” possible intermediaries in their local environment and think of ways of benefitting from them; how they could influence the delivery of targeted learning. Example of an intermediary case study “A book for your Coffee”, refer to: [Source 2](http://www.ab.gov.tr/files/ardb/evt/1_avrupa_birligi/1_9_politikalar/1_9_4_egitim_politikasi/ec_guide_adult_learning.pdf), p. 99Benefits and challenges on networking, refer to: [Source 3](http://www.bia-net.org/images/stories/eubia/pdf/eubiaguide/eubia-guide-en.pdf), p. 20TASK 5: If possible, divide the group into various small ones. As in Task 4 prepare themed situations. Have the group choose one situation and list practical things they will consider in training to meet the needs of their group. Consider:* training venue and time,
* duration of training (including breaks),
* structure of training/format,
* technical equipment needed,
* possible distracting factors,
* travel accessibility,
* financial resources, etc.

When finished, have each of the groups present their results. Leave space for an open discussion.TASK 6: Have the group suggest icebreaker activities for disadvantaged older learners and discuss what would work for a specific group (bear in mind the barriers) and what wouldn’t? TASK 7: Give time for individual reflection about the content of the training – have the participants ask themselves: How will I find out what my learners would like to learn? How can I motivate them with the right content? Write on a flip chart the key points as this will generate the content of the training. Suggestions for content: learning for better health, learning to achieve better relationships, learning to become more actively involved in civil society, learning for independency etc. …CONCLUSION: short evaluation questionnaire to be fill out by the participants |  |

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