



ENLL Workshop



CENTRAL THEME: COMPETENCE DEVELOPMENT IN ADULT LEARNING

PROGRAMME:

Venue	APS Utrecht
Hosting organisation:	Stichting Reflexion
Participants:	Jürgen van Capelle ESTA Günther Ring, GEB Berlin Paul Talbot, die Berater Omar Trapletti, ECAP Gileta Kieriené, Soros Int. House Joost Thissen, Stichting Reflexion

Thursday 30th of August

13.00-14.15	Arrival of the participants, coffee/tea
14.30-15.30	First Work Session: a) short introduction of the partners b) setting the goals for the meeting
15.30-18.00	Second Work Session: presentation and discussion of Best Practices, provided by partners a) RIVER-project involving die berater, (Paul) b) external project involving ECAP, (Omar) c) SUB-SCRIPT-project involving Reflexion, (Joost) d) other relevant projects/initiatives
18.15	End of first meeting part, trip to hotel

Friday 31st of August

09.00-09.15	Start of Second Meeting Day
09.15-10.45	Third Work Session: Dr. Don Ropes of Inholland University of Applied Sciences presents the Grundtvig 2011 project <u>Successful Intergenerational Learning through Validation, Education and Research</u> . Discussion with the partners.
10.45-12.00	Fourth Work Session: Dr. Henk Herman Nap of the Stichting Smart Homes presents the Grundtvig project <u>LEAGE, Learning Games for Elder Europeans</u> . Discussion with the partners.
12.00-13.00	Lunch
13.15-14.45	Fifth Work Session: which elements are essential to Competence Development in Adult Learning? What did we learn or assemble during these days?
14.45-16.00	How to tell the others? (reporting to the ENLL network and beyond)
16.00	End of second meeting part, trip to hotel or elsewhere



REPORT ON PROCEEDINGS

Introduction

The Workgroup starts with short introductions of each participant, clarifying the nature of the organisations they represent and their personal position or role in the organisation and the E-NLL project.

Setting the objectives

The group picks up the discussion initiated by Jürgen in an e-mail, addressing the issue of phrasing clear aims for this meeting. It seems we are torn between two possibilities, closely related to the general aim of the E-NLL project:

- to define and apply an analytical approach for the assessment of other projects and learning approaches developed by these, in order to select best practices from a given sample with the aim to share these best practices with a wider audience. This involves analysing the success factors in adult learning, for which we have no ready to use method.
- To engage in networking and to share information without the explicit aim of making a best practice selection on the basis of well defined criteria, but rather to appreciate and enjoy the richness of learning approaches as such.

The need for consensus leads to a practical solution: the workgroup meeting will focus on fine examples in adult education concerning competence development, while keeping a open view on best practices, based on flexible but also general sound principles of quality and success. An interesting addition to the focus of this workgroup is proposed by Paul: do the projects we survey provide us with outlines of future projects? Can we derive from their outcomes some **essential missing elements** that need to be dealt with in forthcoming projects?

The group decides that no minutes will be made, but that a general report will be conceived to summarize the projects and initiatives that were discussed during the meeting days. Joost volunteers to produce a concept that will be shared among the participants for further comments. After final adjustments have been made, the report will be sent to the project coordinator (Znание Association).

PROJECTS DISCUSSED

For Friday morning two visiting experts were scheduled to present their projects. The selection was made from several Grundtvig project compendia covering the last 3 years, while keeping in mind the practicalities of coming to a meeting in Utrecht at very short notice. Both Dr. Don Ropes and Dr. Henk Herman Nap had confirmed their availability. Their contributions will be summarized first.

The SILVER-project, Dr. Donal Ropes, Inholland University

Don Ropes starts by introducing himself and his organisation, Inholland University of Applied Sciences. Inholland is an educational institution with over 32,000 students, 29 academic research units and some 2800 employees. It offers around 90 bachelor's programmes in all fields of study, 10 associate degree programmes and eight masters.



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Don is a researcher and consultant for organizational development programs, focussed on learning and innovation in multi-generational teams. He has a PhD in organizational learning from the University of Amsterdam. Especially for this meeting Don prepared a PowerPoint presentation concerning the SILVER-project (Grundtvig). A link is included in this report.

The SILVER project starts from the observation that demographic changes in Europe (like ageing) have two consequences relevant to this project:

- organisations will need to keep employees in service longer and
- organisations – in both private and public sectors – will need to rely more than ever on ageing employees for innovation, change, development and capacity building.

Early retirements, underutilization of older workers and loss of critical knowledge will be major problems in many parts of the economy in the EU, especially in education, health and in industry. The challenge is to find ways to retain and keep using knowledge of critical value to organisations, while at the same time providing learning opportunities for older workers to remain productive, motivated, innovative and employable. One way to deal with these problems is to enable organisations to promote lifelong learning and innovation between the generations (IGL).

The project aims to develop a unique holistic and inclusive approach for intergenerational learning (IGL) among knowledge workers, by addressing the difficulties of implementing IGL in an organisation. The 2-year-long project (Oct 2011- Sept 2013) aims to contribute to the development of the European Union as an advanced knowledge-based society by helping organisations implement lifelong intergenerational learning in order to capitalize on the ageing workers' capacities.

Instruments

The Stakeholder Awareness program (SAP) is a series of organisational interventions for raising awareness, breaking down barriers to, and understanding the benefits of IGL. It aims at understanding:

- what types of organisational interventions are needed to help raise awareness,
- which interventions are effective in the contexts of different sectors and cultures.

The aim is to develop a tested manual for realizing IGL in varying sectors and cultures.

“Doing IGL” is the second instrument in the toolbox and is complimented by the SAP. Whereas the SAP is meant to help management and employees in organisations realize the benefits of IGL so as to make the organisation more conducive to realizing it, Doing IGL is meant as a guide for helping teachers, trainers, managers and others involved in human resources related activities to actually perform interventions that promote and facilitate the learning processes that are needed for IGL to occur effectively.

The results of each of the activities will be published. The final instrument will be a handbook with tested results and pragmatic instructions for helping the target group implement the interventions needed to facilitate IGL effectively.

Gaming has been proven to be an effective manner for various types of adult learning in organisations. A web-based game allows for greater impact because it can be played at any time, in any place. The game script will be developed as a generic product that can be then contextualized.

The goal of is to come to a tested working model of a web-based game that can be easily contextualized in different cultures and sectors. Along with the game itself, we will develop two manuals; one that contains pragmatic instruction for trainers or others wishing to implement the game as part of the IGL Toolbox and another for the end-users



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of the game.

Mentioning this tool is also a smooth way to move to the next presentation which is entirely devoted to gaming ...

Sources:

<http://www.intergenerationallearning.eu>

<http://www.inholland.nl/inhollandcom/home.htm>

<http://inholland.academia.edu/DonaldRopes>

<https://dl.dropbox.com/u/20434836/Silver%20workshop%20ENLL.pdf>

The LEAGE-project, Dr. Henk-Herman Nap, Smart Homes

Henk-Herman Nap has a background in cognitive ergonomics. He has an MSc degree in psychology. His work focuses on reducing the complexity of current technology interfaces by cognitive support systems, with a special interest for seniors. His PhD project at Eindhoven University focussed on stress in senior computer interaction.

Although scientific research shows some interest in game design for seniors, for example brain training games, little is known about the needs and motivations of elderly gamers. Henk Herman Nap worked on this theme of seniors and gaming in the Games@Large project from 2008-2010. He is the project leader for Smart Homes in the LEAGE project.

LEAGE is a research project of the Lifelong Learning Programme funded by the Education, Audiovisual, Culture and Training Agency of the European Commission. The project aims to motivate seniors to participate in lifelong learning activities by transforming learning and education activities into games. The project explores the opportunities of gaming in the context of senior learning.

Gaming has the potential to increase social contacts, to train and maintain cognitive, muscular and visual abilities, or just to trigger the playful mind and help to enjoy time. All age groups may benefit from these potentials, but the growing 65+ years of age group is currently not well served by the majority of games available.

For this purpose, LEAGE has chosen a popular medium, digital TV, as the main channel to address learners, and an alternative medium, the Kinect for XBOX 360 console, in an effort to combine learning and socialising with family members (especially grandchildren) thus fostering inter-generational family learning. Within the project users from Greece, the Netherlands and Spain will be involved. The project started in January 2011 and is scheduled to end in December 2012.

LEAGE aims to transform learning activities into games in an effort to remove barriers and provide a fun alternative for elder Europeans to practice existing skills and to gain new knowledge on various topics.

Digital TV is a commodity in most European countries. Using the TV as a medium to learn is a cost-effective solution and requires a minimum of training for users, since all they need to know is how to use the remote control, which most people do. On the other hand Kinect for XBOX 360 is not so common among elders, but they can learn to use it, either with their grandchildren, or in places such as community centres, cultural institutions, care homes, etc. By using and learning from a device that is very popular among the younger generations, older people will see the digital divide being reduced and will feel more comfortable in socialising with younger people.

Within the LEAGE project games for both platforms will be developed in an effort to explore and test the potential of both channels for educational content delivery, their



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attractiveness and their effect to motivate users. The proposed educational methodology of edutainment will also be evaluated.

LEAGE addresses the main principles of liberal adult education in the following ways:

- It does not wish to train people for a specific job, rather educate them in a broader sense while at the same time allowing them to socialize and transfer their knowledge to their family members or friends.
- By combining knowledge on several educational areas in one game (cultural, social, historical, geographical, health, etc) LEAGE aims to help learners develop and maintain their ability to analyse and to synthesize knowledge and not just to learn and memorise facts.
- Role playing games often require that the player makes decisions based on several hints. Thus learners are empowered through the learning process to make good decisions based on their newly acquired or past knowledge.
- Learners are not required to reach a specific educational goal (e.g. complete five chapters of European history). Rather, by playing in a simulated world game, they learn to become critical thinkers and use their knowledge to interpret the world around them.
- The fact that LEAGE addresses the issue of helping older people to become life-long learners is in itself one of the main principles of liberal adult education.

A recent innovation in rehabilitation is the use of serious gaming to train motor, cognitive, and social abilities. The main advantages of rehabilitation gaming are related to the motivation to engage in rehabilitation, the objectivity of rehabilitation measurements, and the personalization of the treatment.

The research focuses on the use and effectiveness of serious gaming in rehabilitation and reviews the literature and examples of rehabilitation games. State-of-the-art technologies and directions for future research are also discussed. Rehabilitation gaming appears to have great potential for today's and future healthcare, and despite the research gaps, there is increasing evidence that gaming can positively contribute to the rehabilitation and recovery process.

Sources:

<http://leage.exodussa.com/>

<http://leage.exodussa.com/ecportal.asp?id=32&nt=19&lang=1>

<http://www.smart-homes.nl/Innovatie/Europees-Onderzoek/Leage.aspx>

<http://www.gerotechnology.nl/background.html>

Besides these "official presentations" some of the partners' own (previous and ongoing) projects were listed for presentation and discussion on Thursday and Friday afternoon:

The River-project, Paul Talbot, die Berater.

The main target groups of the RIVER project are:

- Adult education organisations which already work with senior learners or may work with them in the future
- Voluntary organisations which organise senior volunteering activities
- Umbrella organisations of the two mentioned types of institutions which can act as multipliers
- Decision-makers in local, national and European authorities which (might) provide



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funding for senior volunteering The final beneficiaries of the RIVER project activities are senior volunteers.

RIVER aims at making the learning benefits of senior volunteering activities visible providing and improving learning opportunities for the increasing number of senior citizens in Europe developing and testing a planning and validation system for senior volunteering motivating older people to engage in senior volunteering as a learning experience promoting intergenerational learning by working with intergenerational senior volunteering projects

The overall aim of RIVER will be to adapt **LEVEL5 - a methodology for assessing and validating competences** acquired in informal learning settings - to the specific requirements of the volunteering sector. In RIVER the LEVEL5 system will not only be further improved but also transformed into a comprehensive methodology for

- defining personal aims of senior volunteering activities
- planning them accordingly
- evaluating their impact on senior volunteers and on the beneficiaries of volunteering activities

Considerable time is devoted to a discussion of what Level 5 assessment actually means and what an implementation of its principles will or should look like in practice. Since the project is still in its early implementation phase, firm conclusions would be premature, but the general feeling is that this project offers a most interesting view on (formal) assessment of informal adult learning and volunteering.

Sources:

<http://www.river-project.eu>

<http://www.dieberater.com>

<http://www.frk.or.at> (use search option "river", works only in German language)

The SUB-SCRIPT-project, Joost Thissen, Stichting Reflexion

Reflexion works in the field of reintegration of disadvantaged, unemployed people and on digital training environments. People with special needs, including disabled learners and job seekers, are supported in the process of becoming experienced users of online tools and services. Supporting people with disabilities has of old the highest priority, but at present all groups threatened with exclusion from social and economic life are targeted for research and development and for support activities..

The overall aim of the organisation is to promote employment for people who cannot obtain suitable jobs because of their personal circumstances, be it of medical, social, economic or other origin.

The SUB-SCRIPT project is the follow up on a set of previous projects, all using the title "Social Return" in some format: these previous projects resulted in the development and implementation of a multi-disciplinary approach for the social inclusion and reintegration process of disadvantaged individuals (including people with disabilities). For any inclusion and rehabilitation process to be successful, the involvement of all stakeholders appeared imperative: doctors, teachers, therapists and other experts needed coordinate their actions with the client, putting his/her interest and needs at the centre of their planning. After working successfully with this approach, the next development step was to design a online, highly accessible and easy to use support system for people with special needs,



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taking the form of a new support platform on the internet, offering a package of services. The Sub-SCRIPT system enables working at any time and any place, as long as the client has a computer with internet access. All the services are designed to assist people who want to learn and work. SUB-SCRIPT is not just another website for people with special needs: there's no information about devices (e.g. hearing aids, wheelchairs).

SUB-SCRIPT focuses on learning and work and the data are user owned. When clients go to another school, start a new course or when they move to another job, they take along their work and their personal profile (data-ownership). A comparable solution is the Create-In portfolio system (under construction) focusing on the creative and showcase use of e-pfl solutions in VET: <http://create.nuimo.si>.

SUB-SCRIPT offers a digital portfolio system in combination with a course-finder. The e-portfolio is comparable to an extended CV, including information on learning progress and daily work experience next to the standard CV-items. Users may store any data they like (photographs, music, video, external links etcetera), thus creating their personal lifelong development documentation. They can share the information with others by:

- exporting (with a one click operation) their data to a standardised CV in the Europass format (PDF), ready for printing and/or sending.
- creating a link to the public part of their online portfolio and sending the link to others. For information purposes a fictitious portfolio was made on behalf of Animal (from the Muppets). It is the user's personal choice to send a link either to a version including all personal information, or to a restricted version:

Please click this link: [Animal-e-Portfolio-complete](#)

Please click this link: [Animal-e-Portfolio-restricted](#)

The link comes with a standard message, explaining why the link was sent to the receiver (e.g. an employer offering a vacancy).

The Course-finder gives access to a large database of (primarily online courses and educational programmes, from the client/user may choose their selection, which will then appear under the heading "My courses" in the e-Portfolio. After completing the course this result may of course be added to the learning achievements and thus to the data that will go into the CV at the next time this exported.

Voluntary testers are welcome during 2012. On the 31st of December of this year the project ends, but after that date the services will still be available, of course.

Sources:

- <http://www.sub-script.eu>
- https://dl.dropbox.com/u/20434836/Announcing_e-Pfl_EN.pdf
- <http://www.re-flexion.eu> (only in Dutch)
- <http://create.nuimo.si>

19th of October 2012, Joost Thissen