

TEAL – Minutes OF THE 3rd WORKSHOP

Hosted by:



16th April 2015

E-INCLUSION FOR OLDER LEARNERS & ENTERPRISE LEARNING. POSITIVE INTERVENTIONS FOR ENGAGING OLDER LEARNERS – GERMAN PERSPECTIVE



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TABLE OF CONTENTS

1. INTRODUCTION AND AGENDA	3
2. PARTICIPANTS	4
3. SUMMARY OF RESULTS	5
3.1 <i>FIRST PART: E-INCLUSION FOR INTERGENERATIONAL-INCLUSION /INTERGENERATIONAL-INCLUSION FOR E-INCLUSION</i>	<i>7</i>
3.2 <i>SECOND PART: TAKING YOUR BUSINESS ONLINE</i>	<i>11</i>
3.3 <i>THIRD PART: LESSONS LEARNED: THE EUROPEAN PERSPECTIVE:</i>	<i>13</i>
ANNEX: SCANNED SIGNATURES.....	17

1. INTRODUCTION AND AGENDA

Life transitions are challenging because they force us to let go of the familiar and face the future with a feeling of vulnerability. Most life transitions begin with a string of losses: The loss of a role; person; place or sense of where you 'fit' in the world.

TEAL (Transitions into Enterprise for Adult Learners) responds to these challenges which all partners (UK, Spain, Germany) face by providing adult learners with new pathways to re-engage with learning and improve their knowledge and competences to consider making a transition into enterprise e.g. from unemployment or redundancy.

Our third Workshop: "E-Inclusion for Older Learners & Enterprise Learning. Positive Interventions for Engaging Older Learners – German Perspective" has taken place on 16 April 2015 in Erlangen, Germany.

09:45 – 10:00	Arrival of Learners
10:00 – 10:15	Ice-Breaking session
10:15 – 10:45	Presentation of the TEAL project and the participants
10:45 – 11:15	Presentation and discussion of the situation in Germany
11:15- 11:45	Coffee Break
11:45 – 13:00	Workshop part 1 - E-INCLUSION for Intergenerational-Inclusion / Intergenerational-Inclusion for E-INCLUSION Aims to identify: Trends and Strategies for Sustainable Change in Learning and Actions
13:00 - 13:45	NETWORKING LUNCH
13:45 – 16:00	Workshop part 2 – Rachel Ferla: Taking your Enterprise Online <ul style="list-style-type: none"> Basics of taking your business online Introduction to CRM systems Social media – what is it and how to use it Please bring your own Smart device such as a tablet phone or laptop.
16:00 - 16:20	Coffee Break
16:20 - 18:30	Workshop Wrap Up: Lessons Learned. The European Perspective: Differences and Communalities, Cross National Synergies and Problems Shared, Recommendations
20:00	SOCIAL DINNER – TBC

2. PARTICIPANTS

Name	Country	Role
1. Walter F. Kugemann	NTL, Germany	Staff
2. M. Begoña Arenas Romero	Scienter, Spain	Staff
3. Eduardo LINARES MATA	Scienter, Spain	Staff
4. Rachel FERLA	Lady Muck, UK	Learner
5. Lyn HARRISON	Organise Chaos, UK	Learner
6. Helen PERSON	Inova, UK	Staff
7. Laura BROSS	Inova, UK	Staff
8. Marta LEZZERINI	Inova, UK	Staff

3. SUMMARY OF RESULTS

The workshop began with a short ice-breaking session and a round of short presentations by the participant including a round of individual testimonials, in which the participants had the opportunity to tell their story regarding '*life transitions*'. This exercise was regarded by the participants as very enriching and a good starting point to better understand the situation of 45 and 50+ in their transitional challenge.



Interesting facts and quotes from learners:

Testimonial of **Lynn HARRISON** (<http://ladymuck.biz>): relocated in England due to bad job situation in Ireland and being made redundant from her job and decided to start her own business: Lady Muck, a gardening services enterprise. She shares her personal opinion on entrepreneurial behaviour: the importance of meeting people, getting things done, sharing of ideas, generating trust of customers, and being involved in what you love. Interesting opinion on how to overcome barriers: set big goals so you always see them because they are bigger than the "wall".

Testimonial of **Rachel FERLA** (<http://www.organisechaos.com>): self-employed and freelancer in the sector of organisational development, especially in the area of new technologies. She emphasises the importance of attitude for entrepreneurs: if it is wrong it can be a barrier! Also the importance of Lifelong Learning: learning can be a challenge and you have to "fight to acquire knowledge".

Then all the staff members introduced themselves, with a fruitful and interesting share of ideas and life experiences along the theme of life and professional transitions.

Interesting Quote

“Set and aim at achieving the goal; no matter what the barrier is”

Lyn
Harrison
(Learner)



This was followed by the following sessions, in which participants were asked to debate:

- E-INCLUSION for Intergenerational-Inclusion / Intergenerational-Inclusion for E-INCLUSION
- Taking your Business Online
- Workshop Wrap Up: Lessons Learned: The European Perspective: Differences and Communalities, cross National Synergies and Problems Shared, Priority Recommendations and positive interventions for engaging older learners
- Workshop Wrap Up: Lessons Learned: The European Perspective: Differences and Communalities, Cross-National Synergies and Problems Shared, Priority Recommendations and Positive Interventions for engaging Older Learners.

In the following pages we hereby present a summary of the results of the workshop themes.

3.1 FIRST PART: E-INCLUSION FOR INTERGENERATIONAL-INCLUSION /INTERGENERATIONAL-INCLUSION FOR E-INCLUSION

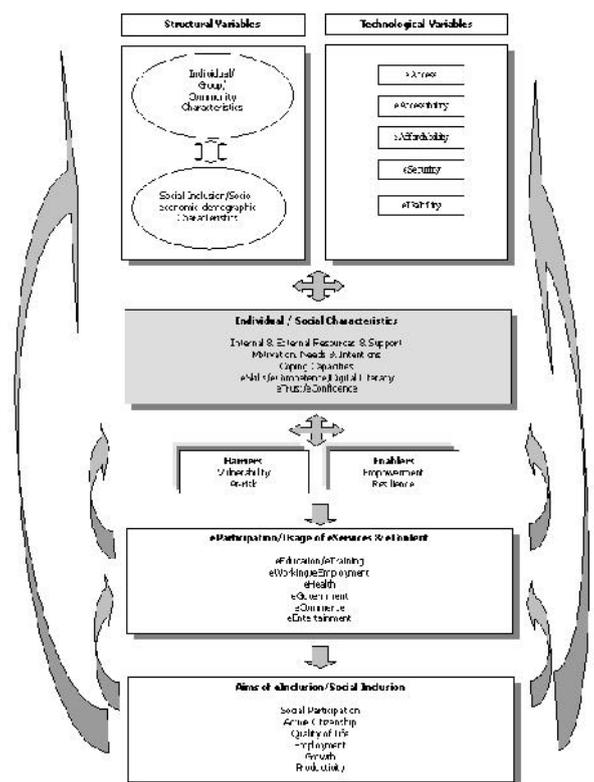
As an introduction to the first session there was a focus on the German perspective as a starting point to the debate on intergenerational perspectives for Inclusion and e-Inclusion:

- ➔ **Demographic change** is increasingly becoming an issue in Germany. The pensions are dropping and in the following years more than 40% of women will have a pension lower than the minimum wage, at risk of poverty and social exclusion.
- ➔ **There is still a gap between policies, particularly education and training and reality** (example, the permanence rate of those VET graduates following the dual system approach stays only at 50%, that is more than half of those participating in VET do really work in a different sector from what they obtained their certification in)
- ➔ **Reaching the official retirement age in employment is still an exception.** Only 10% of all retired Germans can look back on a direct transition from employment to retirement. According to the Federal Employment Agency 59.6% of the population aged 55 to 64 was in employment in 2011 (*These statistics consist of jobs subject to social insurance contributions in addition to those of self-employed people and civil servants*). When only looking at employment paying social security contributions, from which certain types of employees are exempt, **the figures actually show a strong decrease in employment rates for those between the ages of 50 and 64.** Although 58.5% of the population between 50 and 54 years of age are in employment, and there still being 51.0% of people employed aged 55 to 59, the proportion drops to only 27.5% in the 60 to 64 age category. Although a steady increase in employment amongst the older work force can be observed during more recent years, a **substantial amount of employment is covered by marginal employment – either so-called ‘One-Euro-Jobs’** (supplementing unemployment benefits) **or so called ‘Mini-’ or ‘400-Euro-Jobs’** (low-paid or short term employment).
- ➔ Germany needs to work on a **portfolio rewarding mechanism approach based not only on money but also on recognition.**
- ➔ As Germany is pumping more money into start-up companies, encouraging experienced older people into enterprise seems like a good way to help combat this problem.

e-Inclusion aims at tackling the above challenges by reducing especially the still prevailing ‘Digital Divide’ amongst many citizens, especially amongst older persons. In other words e-Inclusion addresses the fact that the world can be divided into people with or without access and with or without the capacity to use Information and Communication Technologies in a meaning- and purposeful way (Molnar, S.; 2003). It is furthermore believed that e-Inclusion could have the power to close the gap between developed and less developed countries; promote democracy and mutual understanding; and empower disadvantaged individuals, such as the poor, the disabled, the unemployed and the elderly.

The Digital Divide usually encompasses an access divide, a usage divide and divides stemming from the quality of use. At the same time it was emphasised that nowadays e-Inclusion is increasingly perceived in a more holistic and integrated way. The widely agreed (e-)Inclusion framework consists of the following dimensions:

- Structural variables (e.g. socio-demographic, socio-economic and educational background; health; special needs);
- Technological variables (e.g. access, connectivity, accessibility, affordability, usability, security, privacy);
- Individual & social variables (e.g. digital skills and competences, training, support networks; motivations, needs and intentions; coping capacities; trust and confidence; societal learning; Communities of Practice);
- e-Participation or Usage of e-Services & e-Content (e.g. in education, training; for employment, commerce/business; health; government);
- Aims of e-Inclusion i.e. Social Participation, Active Citizenship, Quality of Life, Employment, Growth, Productivity.



The participants also agreed that intergenerational learning and practice are important means to increase the digital skills and competences of older learners i.e. reduce the Digital Divide and by these means better prepare them for the requirements of the current labour market.

Intergenerational learning can be seen as a process, through which individuals acquire skills and knowledge, but also attitudes and values, from daily experience, from all available resources and from all influences in their own 'life worlds'. Intergenerational practice in turn aims to bring people together in purposeful, mutually beneficial activities, which promote greater understanding and respect between generations and may contribute to building more cohesive communities (EAGLE, 2007).

The following Table contrasts the benefits as well as the challenges of Intergenerational Learning.

Benefits of Intergenerational Learning	Challenges of Intergenerational Learning
<ul style="list-style-type: none"> • Uniting segregated generations and building better understanding between generations; • Encouraging active citizenship and social participation; • Encouraging cross-generational working; • Sharing societal and professional resources, tacit and explicit knowledge among generations; • Challenging social problems cross-generationally; • Addressing different social & e-Inclusion objectives and competence areas simultaneously; • Supporting Lifelong and Lifewide Learning; • Maintaining & building human and social capital simultaneously. 	<ul style="list-style-type: none"> • The trap of 'Homogeneous Groups' (Intra & Inter); • The trap of different 'Life Worlds', 'Identities' and 'Values'; • The trap of 'Mono-directional Life Courses'; • The trap of different 'Pedagogies'; • The trap of 'Technologies'; • The trap of 'One-size-fits-all' solution; • The trap of 'Information Processing' (i.e. depth & width, assimilation & accommodation, equilibrium); • The trap of 'inter-personal', 'inter-/intra-group' and 'inter-generational' problems; • The trap of 'Sectoral Silos'; • The trap of 'Sustainability' of projects and initiatives; • The trap of 'Standardised Methodologies' and 'Linear Transferability'; • The trade-off public sector and third/voluntary sector; • The contradiction between 'preservation' and 'transformation' → 'innovation'.

FOCUS on CASES and POLICIES:

CASES:

- The German dancer who made his way teaching youngsters to start dancing in the schools also bringing opportunities to inter-generational learning.
- There is a long list of 'legal' jobs (doctors, lawyers etc.). There are consultants in Nuremberg that help them to "go independent".
- Senior Citizens Network Erlangen (SNE; <http://www.seniorennetz-erlangen.de>) that opened 15 years ago in order to bridge the digital divide and succeed with a lot of elderly women acquiring certified competencies.



POLICIES to be implemented:

- 21st century challenge as an opportunity (not trying to copy the 'perfection' of the 20th century);
- Not use an institutional oriented system anymore: be 'person centred' and listen more to the voice of the people!

Key themes dealt with:

- ➔ **Stereotypes:** "old vs. young" and all its connotations and particularly, the power of motivation. Stereotypes are just not true. It very much depends on motivation and interest, apart from curiosity. Also tablets are opening and widening up the access to ICT for older learners.



Rachel FERLA, learner

e-Inclusion for older workers very much depends on motivation and interest, apart from curiosity.

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- **Technology:** older people are frequently seen as being behind the times when it comes to IT-Confidence here plays a key role.

Again, as in the first workshop in Granada it was mentioned that **barriers** has a negative connotation: something that stops us from doing something. Our aim is to convert that into a **positive challenge**, a hurdle to overcome.

- **Intergenerational learning as positive intervention**, as a hurdle.

You can take a horse to water but you cannot make it drink (referred to technology).

Rachel FERLA, learner

3.2 SECOND PART: TAKING YOUR BUSINESS ONLINE

We present here below a summary of the exchange of ideas and debate emerged

Rachel Ferla, self-employed and owner of the company *Organise Chaos*, gave a workshop on how to take a business online through a clear and concise presentation. During the workshop the participants also had the opportunity to try some of the software that she presented on their smart devices.





The following checklist sums up the topics that have been discussed during the workshop:

- **Domain name** (i.e.

www.yourbusinessname.net)

Explanation on how to create and purchase a domain name with 123-reg.co.uk

- **Website**

Explanation on how to create a free website with weebly.com

- **Professional email** (i.e. you@yourbusiness.net)

Explanation of how to create and purchase a professional e-mail through Google Apps for Work

Social Media Platforms



Facebook: "No longer 'cool' for the younger generation", The largest demographic is 25-34 year olds. Facebook posts tend to be visible for longer than Twitter posts and they should be 10% marketing, 90% interest.



Twitter: almost half of its users worldwide prefer to read, rather than send out tweets themselves. Tweets should be short and frequent - pictures go down well, as do things that reflect your audience's passions.



Pinterest: Great for showcasing your products in a visual way, especially if you have something really creative like cakes or cushions! There are different categories to 'pin' your photos to, so see which is most applicable.

*Hopefully, your efforts will pay off and you will get the results you wanted. Good luck!
- Your Organise Chaos Team!*

- **Social Media Plan**

Explanation of different ways to invite people to engage with you through different social media channels: Facebook, Twitter, LinkedIn etc.

- **Customer Database and Mailing list**

How does Insightly.com work. The learners also helped the participants to the workshop in installing and using Insightly by supporting them during a free trial on this software (up to 2 users).

Thanks to this workshop the participants got a better idea on how to take their business online in just a few steps that can be easily implemented without paying for a professional service.

The contribution that Rachel Ferla gave to this workshop on e-Inclusion is very consistent and shows how older entrepreneurs can gain the ability to use new technologies and online environment to their advantage.

A rapid growth in the older segment of the population can be observed across the world and it became obvious that it is in the public interest to get this advanced age group interested in contributing to society in any way, for example the promotion of business start-ups and self-employment. Older people tend to be the subject of factors such as age discrimination as well as having lack of attractive employment options. In order for them to resume economic activity, starting up in business may be one solution. Moreover, senior entrepreneurship can prolong the working life of older people, reduce older-age unemployment and increase the social inclusion of elderly people.

Substantive difference could be made by positive intervention such as:

- Creating positive awareness of entrepreneurship as a late-career option
- Avoiding business jargon with older people
- Training entrepreneurs to treat senior entrepreneurs in an appropriate way
- Encouraging older individuals to start up in business
- Supporting intergenerational learning

In the next section, concrete examples for positive intervention will be presented in each of the partner countries.

The Prince's Initiative supports people aged over 50 who are out of work or at risk of redundancy to become self-employed or set up in business in the UK. The intervention type can be various such as provision of free information, workshops, mentoring, training and business networking events for potential older entrepreneurs and stakeholder organisations working with the unemployed over 50. In addition, provision of micro-finance loans are also available for individuals aged 50+. For more information, please see: www.primeinitiative.org.uk

FEMALE project lead by Inova Consultancy Ltd. aims to support women entrepreneurs across Europe who have recently started their business, to strengthen skills and competences, both in terms of hard and soft skills. Its objective is to support disadvantaged women, for instance those over 50, start up their business, by giving them access to practical information and to strengthen networking by offering them to join the social media forum. In addition women could participate in Mentoring Circles™ which provide blended support in the form of peer mentoring, coaching and action learning in a supportive group environment. For more information, please see: www.femaleproject.eu

The G&G (Grandparents & Grandchildren) initiative is aimed at promoting and facilitating the active digital citizenship of elderly people by using communication technologies as a means to stimulate and encourage intergenerational learning and mutual understanding between generations in Germany. As an intervention type, it provides free teaching

resources for all schools or training institutions that wish to organise G&G seminars with their students. For more information, please see: <http://www.geengee.eu/>

InfoGerar – “generate interaction through e-Inclusion” is an initiative to create a mechanism for intergenerational solidarity through digital inclusion. This project aims to enable the active participation of elderly and young people to provide critical reflection, entrepreneurship and creativity on topics of important significance to the European context – the demographic and societal aspects which makes relationships between generations more complex and the development of a European knowledge society. It expects to promote the digital inclusion with the participation of youngsters and elderly (the aged population of 55+).

Best Agers (55+) is primarily a research programme that also takes place in Germany beside other partner countries and it aims at mapping the situation of older workers across different national labour markets in the participating countries, explaining the cross-national differences and examining potential ways of improving the integration of ‘best agers’ into labour market, innovation processes and entrepreneurial activities. Intervention types are research (collection of academic research and good practice examples) and a webinar series on business planning aimed at ‘best agers’. For more information, please see: www.best-agers-project.eu

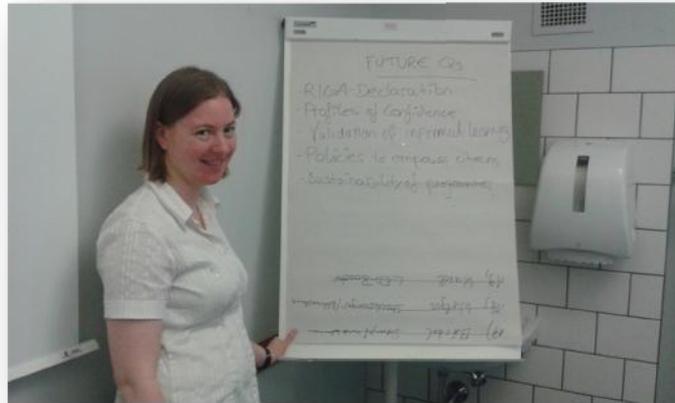
The **‘Memoro’** project in France, Germany, Spain, the UK and Italy collects stories from older entrepreneurs and produces short films to promote entrepreneurship amongst older people. These projects are collecting stories and experiences to show not only other older people, but society in general that older people can still make significant contributions to society and act as positive role models.

To conclude there are a variety of initiatives at regional, national and European level to support older people in a changing society. Intervention methods that can be derived and developed from these include: group mentoring, specialised workshops, intergenerational learning, sharing of specialised knowledge to raise awareness and sharing stories of positive older role models.

LESSONS LEARNED:

Why older learners do not use technology?

- Fear: often old people are scared of failing;
- Time vs Effort: e.g. it is easier to use phones than e-mails;
- Loss of control;
- Need of human contact.



During the workshop the participants discussed the relevance of positive advantages that technologies and e-Inclusions measures may have:

- Inclusion for 'freedom' (e.g. being able to buy online, free Skype calls etc.);
- Learning by 'Googling';
- Not being isolated and connect with people.

Future questions:

The workshop closed with a look into the future. Open questions and areas of investigation may include:

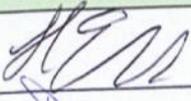
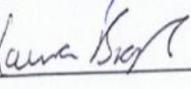
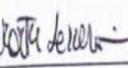
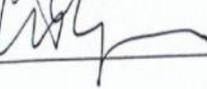
- ➔ Status of the goals as defined in the **Riga Ministerial Declaration on e-Inclusion**
- ➔ Profiles of **confidence and trust**;
- ➔ **Validation of informal learning**
- ➔ **Policies to empower citizens**;
- ➔ **Sustainability of programs.**

ANNEX: SCANNED SIGNATURES




TEAL WORKSHOP 3: E-INCLUSION FOR OLDER LEARNERS & ENTERPRISE LEARNING.
POSITIVE INTERVENTIONS FOR ENGAGING OLDER LEARNERS – GERMAN PERSPECTIVE

16th April 2015 – Erlangen, Germany

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