

SUGGESTIONS FOR DESIGNING  
ADULT TRAINING PROGRAM  
FOR OLDER WORKERS

# HOW TO START?

# WHAT IS THIS ABOUT?



- This short program argues that people +50 are the new and important target group for adult educators today.
- It introduces some facts and arguments for this claim.
- It also gives some ideas how to start the training and how to implement it.

# FACTS ON AGEING IN EUROPE

# FACTS ON AGEING IN EUROPE



The 2008-based national population projections EUROPOP2008 convergence scenario show the population of the EU27 rising gradually from 495.4 million in 2008, reaching 520.7 million in 2035 and thereafter gradually declining to reach 505.7 million on 1st January 2060.

# FACTS ON AGEING IN EUROPE



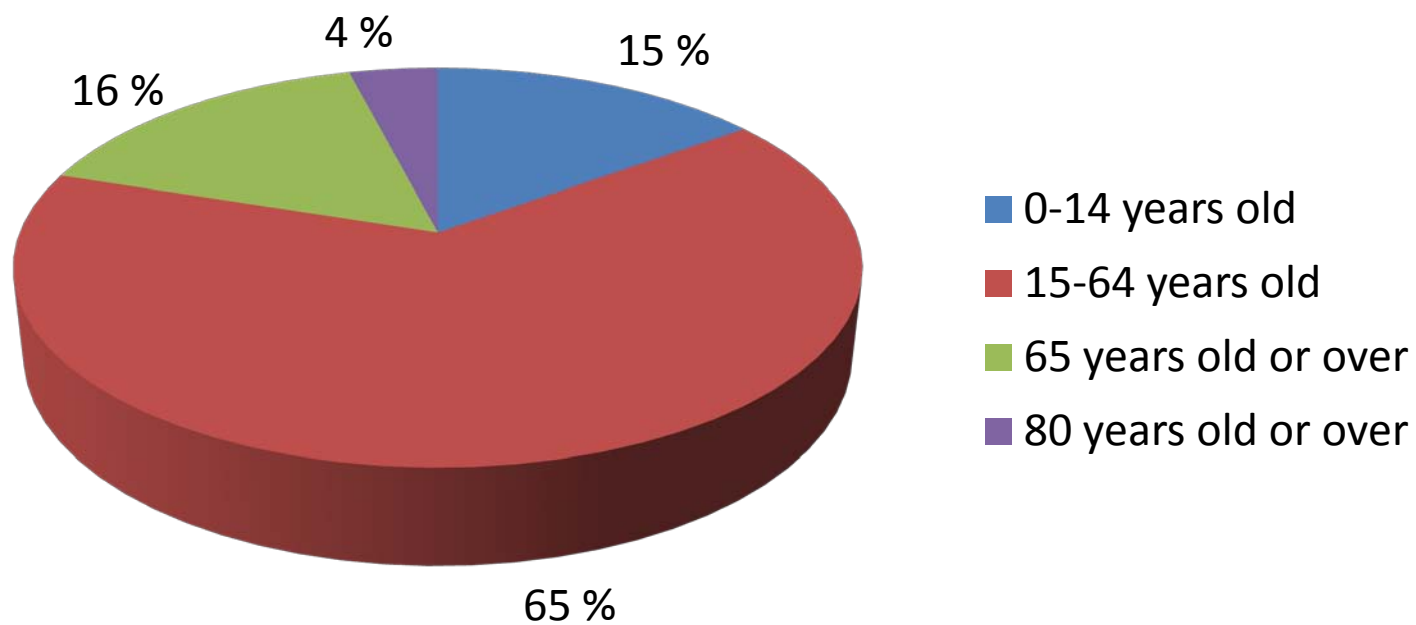
- The EU27 population is projected to become older with the median age projected to rise from 40.4 years in 2008 to 47.9 years in 2060.
- The share of people aged 65 years or over in the total population is projected to increase from 17.1% to 30.0% and the number is projected to rise from 84.6 million in 2008 to 151.5 million in 2060.
- Similarly, the number of people aged 80 years or over is projected to almost triple from 21.8 million in 2008 to 61.4 million in 2060.

# FACTS ON AGEING IN EUROPE

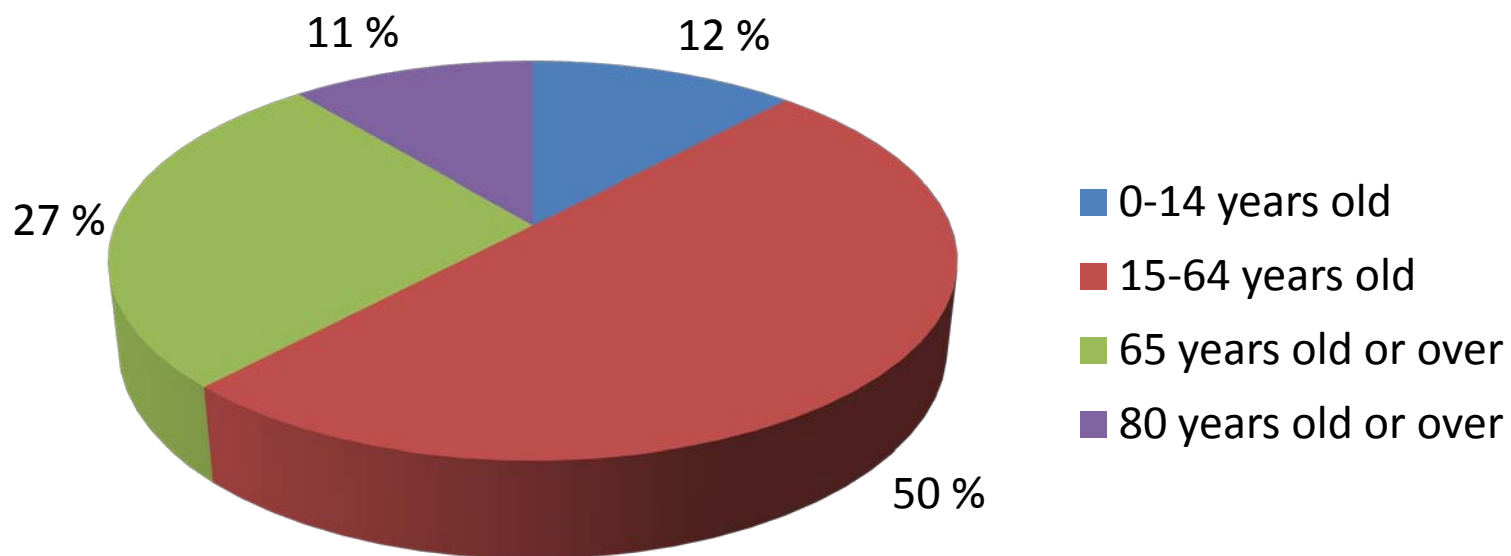


- The young age dependency ratio for the EU27 population is projected to rise moderately to 25.0% in 2060, while the old age dependency ratio is expected to increase substantially from its current levels of 25.4% to 53.5% in 2060.
- Whereas in 2008 in the EU27 there are 4 persons of working age (15-64 years old) for every person aged 65 years or over; in 2060 the ratio is expected to be 2 to 1.

# EUROPE 2008

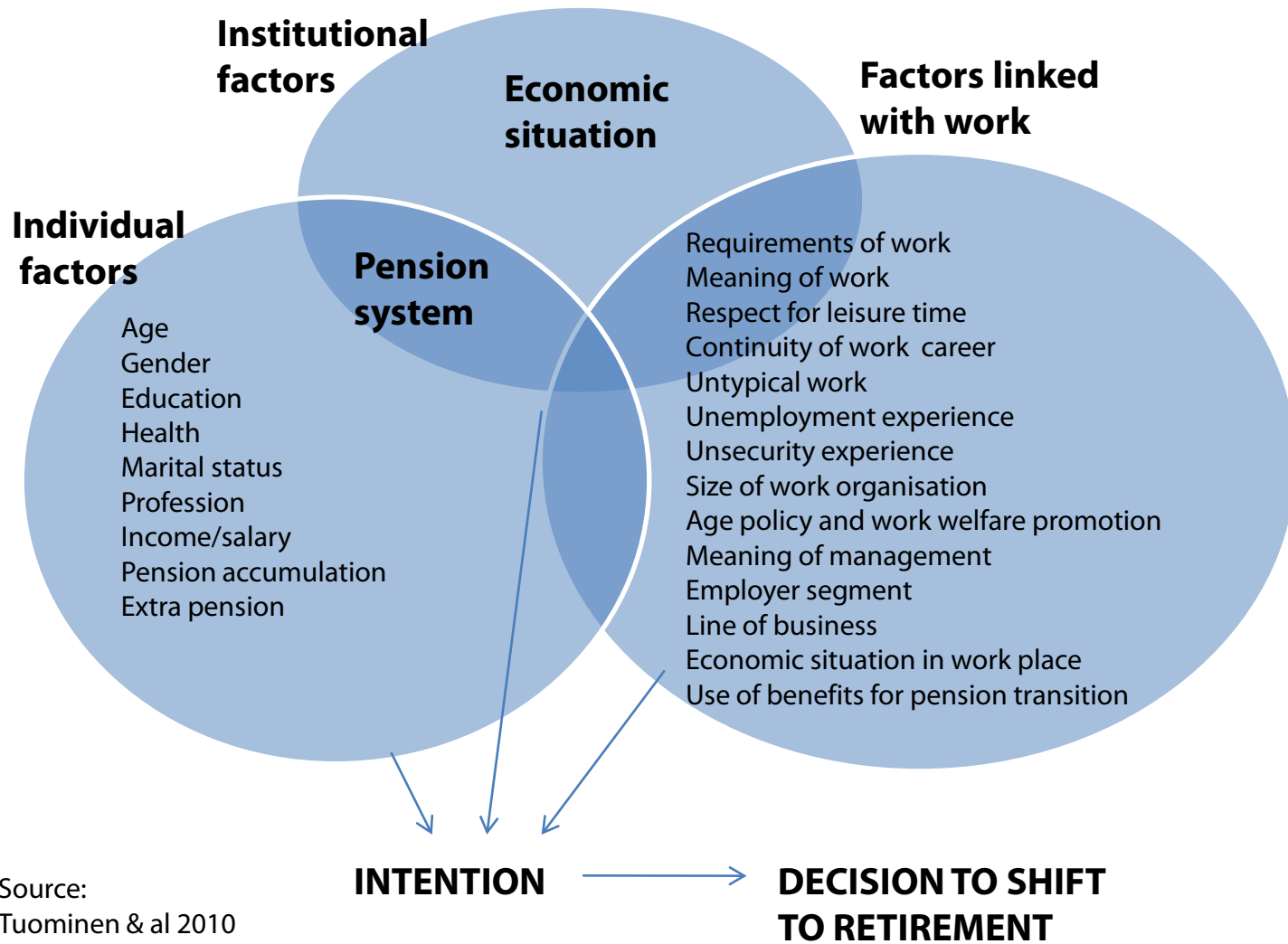


# EUROPE 2060





# ACTIVE AGEING



Source:  
Tuominen & al 2010  
Beehr(1986)

# MORE DIVERSITY RATHER THAN UNIFORMITY



People + 50 in EU 27 member countries are in different situations in different countries.

- Economic situations and pension systems are different.
- Professions and salaries are different.
- Working environments and individuals are different.
- Individuals attitudes, experience and health are different.
- Cultures in labour market and working life are different.
- All these factors are embedded.

# LONGER WORKING CAREERS



- Studies show that older workers have better health and live longer than their retired peers.
- In part because the nature of work has become less physically demanding than in the days when the economy was more dependent on mining and manufacturing.

# LONGER WORKING CAREERS



And...

- Older workers tend to use time efficiently, they are prompt, self-starters who come to work ready to work, and work hard until quitting time,
- Older workers are valuable mentors, setting high standards for workers of all ages,
- Older workers will have more experience and will often be able to apply the theory of the text book more easily to work situations.

## USEFUL LINKS

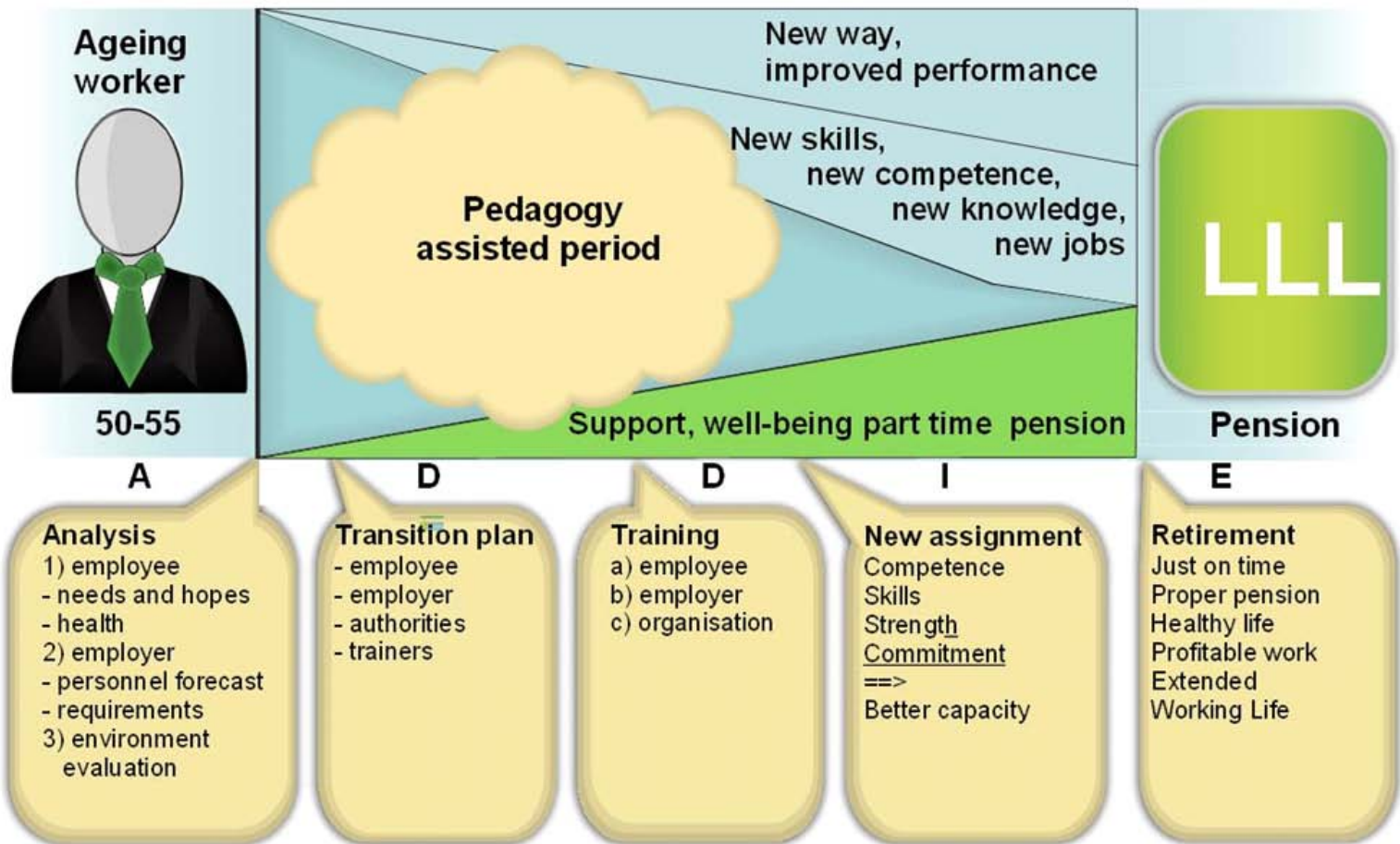


- <http://www.eurofound.europa.eu/pubdocs/2006/26/en/1/ef0626en.pdf>

PEDAGOGY ASSISTED TRANSITION PERIOD

# PAWT – FRAMEWORK

# PAWT – PEDAGOGY ASSISTED TRANSITION





# PAWT – PEDAGOGY ASSISTED TRANSITION



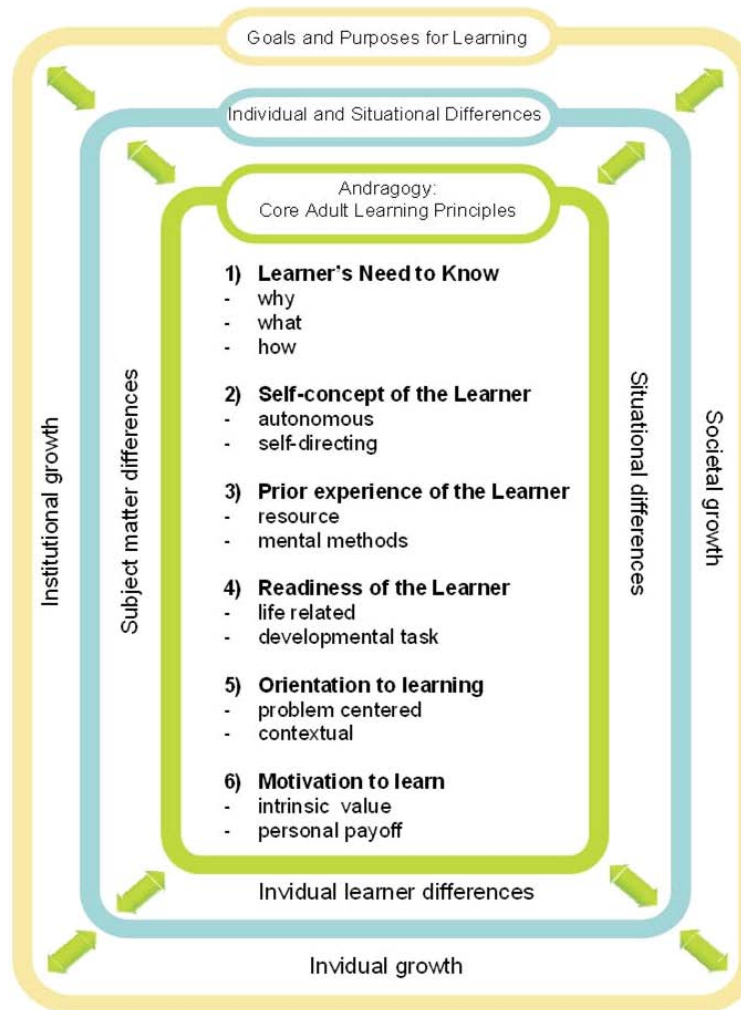
- Analysis
  - Analyse training needs and competences
- Transition plan
  - Includes training plan, learning contract
- Training new competences
  - Co-ordination with learner, trainer and working organisation
- New assignments
  - Expert assignments, mentoring
- Well-timed retirement
  - Lifelong learning

# PAWT – TRAINING APPROACH



- Training competences
  - new knowledge, skills and attitudes
- Older workers changing role at work
  - towards expert assignments, mentoring
- Recognize learner experiences
  - professional and life
- Working life based
  - integrated into learner duties
- Support development of working community
- Lifelong Learning

# ANDRAGOGY IN PRACTICE



(Knowles, Holton Swanson, 1998)

Read more:

[Additional information on andragogy](#)

# WHAT TO DO?



There are lots of issues the educator must be aware of while working with adults:

- An adult as a learner: learning style, practice based, experience.
- Life-long learning principles: check them.
- Skills, competence, capacity: analyze the learner's needs.
- Construct the learning environment: make a learning contract.

# LIFELONG LEARNING- FRAMEWORK



## Key Competences for Lifelong Learning - A European Reference Framework

- Communication in the mother tongue;
- Communication in the foreign languages;
- Mathematical competence and basic competences in science and technology;
- Digital competence;
- Learning to learn;
- Interpersonal, intercultural and social competences and civic competence;
- Entrepreneurship; and
- Cultural expression.

# PLANNING AND ORGANISING TRAINING ADDIE-APPROACH



- ANALYSIS
  - Identify learner and learning needs
- DESIGN
  - Specify learning objectives
- DEVELOPE
  - Produce learning assets
- IMPLEMENT
  - Launch the training
- EVALUATE
  - Collect feedback and revise training

# ADDIE-APPROACH



## ANALYSIS

- Identify learning problem, define target group, characteristics
- Identify learning needs and existing knowledge
- Define learning environment, identify constraints, delivery options
- Timeline for the project
- Establish goals and objectives
- Pedagogical learning theory considerations

## DESIGN

- Specifying learning objectives
- Collect needed materials
- Instructional design:
  - Describe the overall learning approach
  - Identify instructional media choices
  - Cluster and sequence objectives
  - Describe activities, and assessments
- Rapid prototyping

## DEVELOP

- Produce learning assets
- Design visual and graphical content and interface
- Design and build PAWT e-learning platform
- Test, review and revise

# ADDIE-APPROACH



## IMPLEMENT

- Test prototype product with targeted audience
- Train instructors and learners how to use the product
- Put the product in full production
- Launch the training

## EVALUATE

- Formative evaluation – ongoing during the ADDIE process
  - Evaluate process itself and the planning of training
  - Make improvements and adjustments
  - Improve effectiveness of training
- Summative evaluation – evaluate the training
  - Measure how effectively the training accomplish its objectives
  - Feedback from the users, trainers and working organisations
  - Revise training if needed



# HOW TO USE PAWT ENVIRONMENT



- <http://pawt.eu>