



# Pages Project

Counteracting AGEism for a Europe  
open to all

R1. SUMMARY REPORT ON ADULT EDUCATORS' NEEDS

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A decorative graphic in the bottom right corner consisting of several short, colorful lines and dots in shades of blue, green, yellow, and purple, arranged in a scattered pattern.



## SUMMARY REPORT

OF THE SPECIFIC NEEDS' ANALYSIS OF ADULT EDUCATORS  
IN THE TOPIC OF AGEISM AND ENGAGEMENT OF OLDER ADULT LEARNERS

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PROJECT NUMBER: 2021-1-DE02-KA220-ADU-000026529

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## 01. INTRODUCTION

### 1.1. About the project, PR1 and the Summary report

*The PAGES project aims to support the global combat on ageism and to foster intergenerational cohesion at community level, by upskilling adult educators/community workers on how to engage older adults in learning.*

The specific objectives of the project are to:

1. Promote awareness around the importance to talk and counteract ageism in society;
2. Upskill adult educators on how they can engage older adults in lifelong learning activities in the community, by involving them in an action-learning programme;
3. Combat interpersonal and self-directed ageism by intergenerational non-formal education activities, targeting young and old people;
4. Strengthen the European collaboration between partner organisations in the field of ageing, by endorsing the global campaign to fight ageism.

The following [Summary report](#) has been prepared by ACEEU as a compressed version of findings and insights shared by project partners on the topic of specific needs and challenges in the field of adult learning and engagement.

This data was gathered and generated during the [needs analysis of adult educators](#) conducted by project partners in accordance with the **Guidelines** (containing a set of recommended methodological tools and two templates to fill) prepared by ACEEU. Following the Guidelines, project partners implemented the recommended methods in a specific timeframe, involving at least 5 adult educators in each country of the project partners.

The findings compiled in this [Summary report](#) are to be used as foundation to create the learning pathway for adult educators that:

- takes into consideration a learning needs diagnosis of adult educators using creative and participatory methods;
- aims to improve the skills of adult educators in engaging older adults in lifelong learning: this includes reverting conceptions of older people and





how we see age, how older adults value lifelong learning and how they are involved and willing to continue to contribute and be active in society, etc.

Thus, based on the report summarising the insights gathered, K-GEM will define the **outcomes of the learning pathway/training course** and the 6 modules to be covered.

## 1.2. Methodological framework

To better understand the needs of adult educators, the project partners adopted the **integrative-collaborative research** approach and implemented both methods designed to collect secondary data (**desk research**), and methods designed to collect primary data (**field research**).

- Within the **desk research**, each partner provided at least **3 case-studies** in the form of an article, program, best practices, government policy, etc. Partners summarised each case study using the “**go narrow**” template provided in the Guidelines, in which the insights gained are reflected and connected to the needs and priorities of the PAGES project. In addition to that, ACEEU, as an international body, and project partner responsible for the overall analysis of the findings, conducted the general scientific research.
- Within the **field research**, each partner conducted a **focus-group**. The target group of the focus-group were adult educators, who play many different roles: community workers, trainers of adults in non-formal settings, owners, and facilitators of non-formal activities. Project partners could independently choose the format of the focus group (offline, online or hybrid) as well as the set of techniques and tools, aimed at triggering the engagement of participants and registering their answers / insights.

The needs analysis conducted by the project partners intended to provide answers on what is the state of ageism in partner countries, and what are the key challenges that adult educators face while engaging older learners. A list of guiding questions used is provided in the [Appendix, figure number 1.](#)



## 02. SUMMARY ON DESK RESEARCH

### 2.1. General overview

Desk research refers to the extensive study of existing written documents that provide information related to the topic. Finding, reading, and searching digital databases or other available materials is the core task of desk research.

As a part of the [needs analysis of adult educators](#), partners conducted desk research and provided at least 3 country-based case-studies in the form of an article, program, best practices, government policy, etc.

These cases were presented in accordance with “**Go Broad to Go Narrow**” template prepared by ACEEU, and encouraged partners to provide information about each case study in the following manner:

1. Source, date, title: *(Author/website/organisation)*
2. Context: *Brief description of the document/program*
3. Key points: *Main points of the document/program*
4. Notes: *Relevancy to PAGES project*

[Figure number 2 in the Appendix](#) shows how many and what kind of good practices or studies on the topic were examined by partners and provides their short overview.

### 2.2. First level analysis: type of case-studies

Project partners collected **21 case-studies**. The biggest number of good practices were shared in a form of article or a [report](#) (12), program or [project](#) (3), [online platform/campaign](#) (2), meanwhile [institution](#), [legislation](#) and [charter](#) were presented by single examples. Relevant chart is provided in the [appendix, figure number 3](#).

This may lead us to the conclusion that academic research and individual projects are more spread in comparison to comprehensive and united initiatives and measures aimed at combating ageism taken on the regional or governmental levels.



### 2.3. First level analysis: focus of case-studies

Analysis of the case studies in accordance with their main focus or sub-topic allows us to categorize them into the **5 following sub-groups**: *country-based state of art, older people in the context of digitalisation, raising awareness on ageism (among younger generation), supporting rights of older people & fighting against ageism and miscellaneous.*

Thus, majority of the cases selected by partners for the desk research, are aimed at analysing the **current state of ageism** in the region or country (6 examples) as well as combating any kind of **discrimination affecting people based on their age** (7 examples), meanwhile **seniors and digitisation** as well as **other topics** were presented by less examples (3 and 2 accordingly). **Relevant table is presented in [Appendix, figure 4.](#)**

### 2.4. First level analysis: key words of case-studies

To get a first level understanding of the country-based approaches towards the problem of ageism, it was decided to identify the words associated with the topic.

For that, desk research reports were scanned with Voyant Tools, a web-based application for performing text analysis, which allows to indicate a frequency of some of the terms and concept key words used. **Relevant figure is presented in [Appendix, figure number 5.](#)**

Upon checking, most of the key words indicated were related to:

- the target group of the project: *older people, adults, seniors, etc.*
- to them as members of an abstract or social group: *generations, workforce, sector, etc.*
- to the challenges older people face: *ageism, discrimination, digitisation, etc.*
- to the measures undertaken or solutions offered to support them: *project, digitisation, integrational, charter, activities, study, etc.*

Along with the expected general keywords, such as ageism, older people, adult, education, referring to the core topic of Pages project, we were able to indicate **more specific and narrow terms.**





- For example, **digitisation**, used 6 times in the report prepared by **WASLA, Germany**, whose main point is that digitisation should not be seen as a reason for separation of generations, but rather as a phenomenon that can boost communication between them.
- Another specific words are **discrimination** (used 11 times) and **intergenerational** (used 10 times) frequently mentioned in the report shared by **VABCKJS-EU, Austria**. Their report is giving solid examples of age discrimination and ageism in different areas of society and provides the intersectional view on ageism. Moreover, it refers to the collection of more than 30 good practices of intergenerational projects published by the Austrian ministry, aimed at strengthening intergenerational relations through cooperative learning processes.
- Closer look at the desk research prepared by **APROXIMAR, Portugal**, reveals such specific key words as **positive** (used 15 times), **activities** (used 14 times) and **programme** (used 11 times). A variety of best practices examined by the partner are focusing on an interesting approach – they aim at promoting more positive attitudes towards age to decrease ageism as well as “increasing the positive images of older people”.
- Focus on the current state of art is a feature of the report created by **K-GEM, Turkey**. Along with that, they focus on the term of **education**, and conclude that easy access to information and communication technologies creates a more favourable environment for adult education.
- **EASI** partner from **Romania** along with Austrian partners focusing on the term of **discrimination** (used 19 times) and cover the topic of **diversity**, as the case-studies they shared are mostly focusing on the prevention and moderation of discrimination acts, as well as fighting for better inclusion and diversity in society and at the workplace.
- Finally, the report of **SOSU, Denmark**, has the following words frequently used: **digital** and **workforce**. This can be explained by the Danish digitalisation strategy, aiming at making public digitalisation accessible and usable for all groups in society. Moreover, Danish government has introduced two legislations to increase the senior workforce.



General analysis of all 6 reports provided us with the following statistics on key words, which are: **ageism** (52); **adult** (40); **education** (39); **age** (38); **people** (36), which allows us to conclude the high relevancy of desk research reports to the Pages Project focus. **Relevant chart is presented in [Appendix, figure 6.](#)**

**Key words visualised as words cloud (created with Voyant tool) is provided in [Appendix, figure 7.](#)**

## 2.5. Conclusion

Adult educators have always stressed the **meeting of needs** as a cardinal principle of adult education, yet today demands for relevance are directed to adult educators as well as to the rest of the educational establishment. The **gap between theory and practice**, between accomplishment and intention, has often been wide, and the achievements of adult education must not be confused with its theoretical framework. <sup>1</sup>

A major reason for the gap between achievement and intention has been **failure to identify accurately the needs**, a failure which stems in large measure from too little attention to the actual methods of determining needs. It seems inconsistent that the fast-growing body of literature of adult education contains many references to the meeting of needs, yet the clients or potential clients of adult education indicate scepticism or are openly critical of adult education's effectiveness.

If the adult educator can avoid distraction over the semantics of **need vs. desire**, there are other areas of possible confusion which may get in the way of his approach to needs. One of those areas of confusion may be that of his role.

Education is his function, and he must concentrate on the **educational needs of his clients** which stem from their personal, family, economic, political, and social needs or deficiencies. The adult educator is not a social worker nor a clinical psychologist nor a banker. His task is to provide information and to create learning situations which will make it possible for the contributions of other professionals to be more effective than they otherwise would be. The adult

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<sup>1</sup> McMahon, Ernest E. Needs--of People and Their Communities--and the Adult Educator: A Review of the Literature of Need Determination, 1960, p. 86



educator can help the unemployed person, but the adult educator can not solve the man's economic problem.

The educational program may make possible the satisfaction of economic, psychological, and social needs, but the adult educator makes his contribution through the provision of education rather than by hiring the man. Consequently, the determination of need by the adult educator should lead ultimately to the identification of educational needs which exist within the total problem area.

The most popular or most commonly used method of determining need appears to be the survey or poll. Others have suggested the use of advisory committees, consultation with leaders or with the power structure, or [interviews within the target audience](#).

Wayland, Brunner and Hallenbeck<sup>2</sup> advocated study of the community for planning purposes in public school education. They said that the educational administrator whether operating as a director of community education or as principal of a public school, must have an adequate knowledge of

- a) The values, mores, traditions of the community and important groups within it, and especially significant deviations from the norms of the Great Society. These affect, and may condition or dictate, the expectancies of the community regarding its school.
- b) The composition of the population of the community, its economic base, the pattern of social organization, the status and power structure. These affect, and may condition or dictate, the amount of support for the school and the type of program it develops.
- c) The means, on the basis of the analysis of a and b, whereby full use can be made of all community resources in operating the school system and of operating effectively with all community agencies and forces in programs of community betterment and school improvement.

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<sup>2</sup> Sloan R. Wayland; Edmund deS. Brunner; Wilbur C. Hallenbeck. Aids to Community Analysis for the School Administrator. New York: Bureau of Publications, Teachers College, 1956. p. 39.



Some of Korb's recommendations<sup>3</sup> with respect to determining supervisory training needs can be adapted to adult education. He states that the nature and scope of a needs study depend on such things as [availability of staff](#), [size and structure of the organization](#), and [whether a continuing or pilot program is contemplated](#).

An interesting study was conducted within a [Delphi study](#) (Crawford, Megan & Wright, George, 2016), which attempted to assess the knowledge and skills which would be needed by adult educators of the future in successfully fulfilling their roles. The sample population was 141 university professors of adult education from the United States and Canada who completed a series of four questionnaires. Significant data for the study included 101 skills and knowledge statements, modal consensus as to the priority of the statements, and minority opinions from those persons who did not join consensus.

Rated most highly were "[skill in diagnosing educational needs of the individual](#)," "[skill in continuous self-improvement](#)," "[skill in communicating](#)," "[skill in encouraging creativity](#)," and "[skill as a competent instructor](#)." Examples of most highly rated knowledge statements included, "[knowledge of the ever-changing nature of the adult and his needs](#)," "[knowledge of himself](#)," "[knowledge of the process of change](#)," "[knowledge of the principles of adult education](#)," and "[knowledge of learning theories in practice](#)."

Higher rated skills and knowledge were found to fall into six general categories: the adult educator, the field of adult education, the adult learner, the adult educational environment, programming, and process. The study also elicited opinion as to the type of learning experiences that would be most effective in gaining the skills and knowledge which were rated as "highest priority."

Understanding learning barriers and reasons which motivate adults is necessary for adult educators to [develop curriculums and design instruction](#) in order to facilitate reaching their educational goals.

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<sup>3</sup> L. David Korb. "How to Determine Supervisory Training Needs," Personnel, vol. 325. no. 4, January 1956, p. 337.



Adult learning barriers are divided into dispositional, situational, and institutional. Some researchers also distinguish environmental and emotional barriers.

There is no definite approach to teaching adults which proved to be effective in removing barriers to learning. Instead, the practice of balancing between meeting the needs of adult learners and choosing the methods that work without following one theory, leads to the **eclectic approach**, which may combine learner-centred teaching, content-centred teaching, reflective teaching, cooperative learning, experiential learning, and even traditional teaching. **Best practices of adult educators** include: theory followed by practice; equal participation; teamwork; providing choices; different types of assessment; reflection which ensure practice, variety, and enforcement.



## 03.SUMMARY ON FOCUS GROUP

### 3.1. General overview

**Focus group** involves a structured discussion among a group of usually five to ten people. The data is collected mainly orally, from their interaction and discussions. The moderator asks questions, encouraging the participants to talk and give feedback to each other. There are many variations of this technique, ranging from the way it is moderated to the way the discussion is structured, or the way the group is set up. The basic element of this method is the participatory aspect, which stimulates dynamic discussion among participants guided by a moderator in such a way that all group members are engaged and active (Sava, S. 2012).

The most popular or most commonly used method of determining need appears to be the [survey or poll](#). Scholars also have suggested the use of advisory committees, consultation with leaders or with the power structure, [or interviews within the target audience](#). Presumably the problem-solving group is an effective method because it directly relates the determination of the need to the ultimate solution of the problem (Sava, S. 2012).

As a part of the [needs analysis of adult educators](#), partners conducted focus-group with at least 5 adult educators in their country. Information about the structure and results of the focus-group were presented in accordance with template prepared by ACEEU, and encouraged partners to provide collected data in the following manner:

1. Profile of Interviewees (i.e., gender, age, profession, etc.)
2. Format, techniques, and tools chosen for the focus group discussion
3. Questions asked
4. Summary of discussions
5. Reflection
6. Screenshots, results/proofs of the focus group conducted

A table that provides information on the way focus-groups were conducted, and overviews profiles of participants involved is given in the [Appendix, figure 8](#).





### 3.2. First level analysis: focus-group formats

A quick overview shows that majority of partners (3) chose an **online format** to conduct focus-group session, meanwhile set of **live meetings** or combination of **hybrid methods** (call, video-call, offline-meeting) were chosen by the rest of partners (1 and 2 accordingly). **Relevant chart can be found in [Appendix, figure 9](#).**

### 3.3. First level analysis: focus-group participants

**36 participants** were involved by project partners to take part in the focus-group session. Due to different data protection regulations in partner countries, and internal agreements with field research participants, partners provided diverse in its openness data on participants' profile.

Thus, no exact data provided on the age of 13 participants.

Based on the exact data provided, majority of focus-group participants were presented by a generation of **20-30** years olds (10) and **51-60** years olds (5), followed by those who belong to the age group of **41-50** (3), and age group of **31-40** (2). Age groups of **61-70** and **71 and above** had one representative each. A broad group, identified by one of the partners as **20-59** years olds includes 8 participants. **Relevant chart can be found in the [Appendix, figure 10](#).**

The challenge mentioned above also does not allow us to analyse gender representation among focus-group participants (no information on gender of 20 participants is provided). However, we were able to evaluate professional occupations of participants, which is presented below. **Relevant chart can be found in the [Appendix, figure 11](#).**

According to analysis, the biggest number (12) of those who were involved in partners' field research activity work or worked in field of education as **teachers, lecturers, professors**, etc. Another big group (7) professionally occupied as **social workers**, who are our direct target group. **Students and trainees** as well as **project coordinators and managers** are presented by 5 people each. They are followed by **nurses and doctors** (4) and representatives of **other fields** such as web developers and technical facilitators.



This diversity in professional backgrounds of people who shared their opinion on adult educators' needs allows us to gather information from different perspectives.

### 3.4. First level analysis: focus-group questions

Each of the project partners encouraged an open and active discussion during the focus-group through implementation of a variety of tools such as digital whiteboard, questionnaire or “magical tools” techniques. These tools encouraged participants to answer the questions partners prepared to collect data on adult educators' needs.

Upon analysis, partners used both **open** (*Are there any subjects that you need education as an educator?*) and **closed** (*Are you familiar with the term ageism?*) questions, as well as **leading** (*From what you have observed around you, are there situations, times when a colleague/colleague in the field (adult education, elderly) would need something more, in terms of knowledge, understanding, experience, training?*) and **rhetorical** questions (*Ideally, what would a well-adjusted/successful person in educating the elderly look like?*). Relevant table is given in [Appendix, figure 12](#).

### 3.5. Conclusion

The well-prepared plan, chosen target groups, variety of techniques and questions used during the focus-group session determined the great insights received from the field research activity.

To make the navigation easier, the findings and insights were categorized in the following way:

1. Conclusion in respect to ageism:
2. Conclusion in respect to seniors as a part of workforce
3. Conclusion in respect to the role of digitisation and technology in adult education
4. Conclusion in respect to the key barriers/ difficulties one face when involving older learners in lifelong learning activities
5. Conclusion in respect to strategies used when involving older learners in lifelong learning activities



6. Conclusion in respect to the qualities and qualifications that adult educators should have

## 1. CONCLUSIONS IN RESPECT TO AGEISM:

- Adult educators have little specific knowledge about ageing (and consequently about ageism). Most know the word "ageism" but aren't fully aware of its meaning, thinking it only refers to older people. These professionals are usually people who are more sensitive to this issue and therefore tend to have a particular profile. Still, their knowledge in this area is mainly common sense and based on their experiences, which can sometimes be wrong. In the same sense, they generally have the necessary skills. However, these could be developed and worked on, such as communication and active listening, or even skills to identify social or health problems (e.g., the onset of dementia). Professionals feel that some tools are missing from their repertoire and that it would be essential to have different tools available for them to use.
- In the answers given to the question about the struggle against ageism, it was emphasized that there was not enough social awareness, inadequacy in developing standards to facilitate the lives of the elderly, there was a disconnection between the new generation and the elderly, there were prejudices between these two generations and such projects should be widespread in the fight against ageism.
- Answering to the question if ageism is endemic, the participants were convinced that the existing culture and society decides the answer. Some of them explained that the German society's work culture, which depends on competition and getting work done as soon as possible, increases the differences between generations and deepens the persecution.

## 2. CONCLUSIONS IN RESPECT TO SENIORS AS A PART OF WORKFORCE

- In society there is a divergent aspect in the political agenda which is to use the older age group as an active and attractive workforce and the actual



picture of employment. A large group of people over 50 years finds it difficult to change jobs at that age; most employers would like young people to fill in the vacant jobs instead of older people. A lot of people over 50 years, also finds it difficult to get additional education to fill these vacancies.

- If we want to attract the older population to stay in the job market, we have to focus on the more humane values, the flexibility, and the common thriving of the employees, and not just the pay.

### **3. CONCLUSIONS IN RESPECT TO THE ROLE OF DIGITISATION AND TECHNOLOGY IN ADULT EDUCATION**

- The opinions of the participants differed, as some believed that these days where technology plays a big role in any activity or participation is an obstacle to their participation, but others confirmed that through their experiences that simplifying information and understanding that the level of absorption varies from one person to another, and that the skill of simplifying information and explaining it leads to greater participation.
- The participants agreed that digitalisation plays an important part in adult education. It can be a great tool but at the same time may be hindering many older adults and older trainers as well. The question was raised how digitalisation can become more humane and accessible to all age groups. This furthermore brought the topic of inclusion in general. We talked about the challenge to find a balance between age groups which are accustomed to different learning ways and to not expect a homogeneous group in which every participant is on the same level (i.e. analphabetism).
- If an older person needs to use digital tools to learn something new, they often have some digital hesitation, unless they are used to using the digital tool from previous, for example work. If it is new for them, they can get support whenever needed, and that they get to try it at their own pace. For example, getting digital “recipes”, having a peer next to them, having access to a professional, structure in the learning process – they are often afraid of making mistakes they are not able to correct themselves.



- It was emphasized that in the future education will be directed entirely to online environments and therefore the borders will disappear (the concept of place, time and space will disappear) and it has been stated that education methods will change accordingly. However, the necessity of a more accessible and close education was also emphasized.

## **5. CONCLUSIONS IN RESPECT TO THE KEY BARRIERS/ DIFFICULTIES ONE FACE WHEN INVOLVING OLDER LEARNERS IN LIFELONG LEARNING ACTIVITIES**

- Some of the barriers/ difficulties mentioned concerning involving older learners in lifelong learning activities relate primarily to the ability to communicate and to engage them in these activities, namely reaching people who have not yet been reached and who are isolated. Professionals mentioned that older people resist participating in new and different activities; they are reluctant to do so. They only join in when the activities really interest them, and professionals insist. They also mention that you can never please everyone, even if you have a wide range of activities.
- Covid was also mentioned as a significant difficulty since people are still afraid to return. Socioeconomic status was noted as another obstacle since most activities are paid; in this sense, there is a certain elitism. Lastly, people who lose autonomy are consequently left out of these activities, despite a wide range of activities. In the same vein, it was mentioned that people with greater dependency are not always able to participate, VS more autonomous people who want their independence to do as they please.
- In general, lack of interest, apathy and difficulty motivating participation were among the major barriers mentioned (especially in the 2nd focus group). In this line, the theories of re-motivation were discussed as a tool that professionals could implement (and, as such, have training in this area).



- Such obstacles as communication, transportation difficulties, physical disabilities, health problems, thinking that they were pushed to the second place, organizational inadequacies, and lack of information.
- Participants feel like they lack control over the process and the people engaging with their projects seem to be arbitrary, they would like to be able to target specific groups. They feel the need to learn how to communicate to their audience better, especially in larger cities, where word-of-mouth, network-based promotion of events seems to be less efficient than in smaller communities – need to learn what, how to say, how to attract – and keep their audience’s interest, which they feel are two very important parts of a communication strategy and equally important. They need to be able to have some further benefits, not only related to hobbies for the older people.
- Quote: „You cannot predict the success of an activity”. One participant noticed that organizing activities is not that successful when based on stereotypes (such as organizing knitting workshops for older women) – for e.g., a public speaking course was better received. It might be that seniors are open to trying things/activities that they haven’t tried before. He feels that the trainer plays a very important role in the success of the activities, he feels the need for a more thorough selection of the volunteering trainers.
- Speaking about the reason why adult learner could lose motivation to participate in the training, answers were given that the education is not sufficient, and the education is generally lack of expectation, lack of self-confidence, inability to adapt to the environment, changes in places, educator attitudes and realizing that the education was not suitable for them.
- A participant talked about different types of elderly that get involved more in activities and initiatives. This categorization was interesting and could prove useful when getting to know the audience of different projects and initiatives and when organizing such events. It shows that there could be





a segmentation among the senior population depending on the main needs they have (it is implied that they have multiple needs, that they may have a need that is stronger than others). Mentions included:

- seniors who are looking for events or initiatives that help them be more physically active
- seniors who have a need for self-actualisation – for lifelong learning,
- seniors with a need for social/entertainment,
- seniors who look for physical activity.

Seniors are perceived rather as passive, they are not aware that there are activities or events addressed to them, which means that organisations/institutions must make a greater effort to reach them, also because seniors also seem to generally lack digital skills.

## **6. CONCLUSIONS IN RESPECT TO STRATEGIES USED WHEN INVOLVING OLDER LEARNERS IN LIFELONG LEARNING ACTIVITIES**

- The participants agreed that it depends a lot on the subject if they are able to reach older adults and that self-directed ageism can hinder participants from trying out new things. A participant suggested using neutral wording in the description of the activities that will appeal to all ages equally or if planned, specifically to older adults. One participant shared how she adapted her workshops to older adults: self-defence while sitting because some participants could not do the exercises while standing. It showed once again how important preparation is and taking different circumstances into account. At the same time, we agreed that adult educators have to be careful with stereotypes in adult education. These could hinder activities and workshops from happening, because of the assumption that certain topics would fit only with certain age-ranges.
- Participants feel like they lack control over the process and the people engaging with their projects seem to be arbitrary, they would like to be able to target specific groups. They feel the need to learn how to communicate to their audience better, especially in larger cities, where



word-of-mouth, network-based promotion of events seems to be less efficient than in smaller communities – need to learn what, how to say, how to attract – and keep their audience’s interest, which they feel are two very important parts of a communication strategy and equally important. They need to be able to have some further benefits, not only related to hobbies for the older people. As solutions, they thought of partnering up with different organizations or organizing events in spaces such as the opera, theatre, philharmonic. However, it could prove difficult to book venues for events, within a limited budget - which is another barrier they are facing.

- The environment has to feel safe and cosy, and there needs to be a possibility to build a network around the activity, otherwise they will often search out for a different place, school or network “community” that can fulfil the need. Furthermore, they need time to adjust, time to reflect.
- A suggested solution for more inclusion was longer and clear instructions and one on one explanations and training sessions depending on the subject. Another challenge that one participant raised was “age hierarchy” in society, meaning in this context that older adults might have difficulties being led by people younger than them and question their knowledge and experience in the field. A solution to this was offered by another participant in the way of a change of perspective being included in the workshops as an exercise.
- As solutions, they thought of partnering up with different organizations or organizing events in spaces such as the opera, theatre, philharmonic. However, it could prove difficult to book venues for events, within a limited budget - which is another barrier they are facing.
- The common experience of the group was: when people are older, they are usually more motivated for the choices they have taken, whether it is a new education or engaging in an interest. They are very skilled at researching for their options, and often they will seek out the offers that are compatible with what they need, themselves.



- The focus group often experiences that older people are more aware of their own boundaries and limits, and what they want from life in general than just having a successful work life. They do not feel the need to measure their own success in life by comparing themselves to others and are more aware of themselves and their own needs.

## 7. CONCLUSIONS IN RESPECT TO THE QUALITIES AND QUALIFICATIONS THAT ADULT EDUCATORS SHOULD HAVE

- Competence, empathy, foreign language, patience, tolerance, respect, active listening, use of digital technologies.
- When it comes to the ideal portrait of a trainer/adult educator, one should have the following:
  - Empathy (understanding the difficulties and struggles that seniors might face due to old age and not only),
  - Capacity to command respect and attention, autonomous (being able to act independently, be empowered),
  - Flexibility (to adapt to different communication styles and situations that could come up when interacting with seniors: emotional or physical issues),
  - Adaptable language, as relatable as possible (to be able to adapt language, simplify or just change to fit the expectations of seniors – to avoid technological terms, slang, vulgar language, etc.).
- It was not that clear or easy to the participants how to get to know the needs of seniors or how to adapt, therefore a training course could include such knowledge/information.
- As an integral part of the training of adult educators, it will be essential to have a theme on ageing and ageism. Even though some professionals hold studies in these areas, many carry age-related prejudices and stereotypes. In general, people say they have nothing against age, but implicit



stereotypes and prejudices predominate, which it would be important to explore and demystify in training.

- In the same sense, specific skills necessary for working with older adult learners should be worked on and developed with this training. Such as communication, active listening, adaptability, and resilience, or even skills to identify social or health problems (e.g., recognising the early signs of dementia). New and innovative tools are an important subject to address and explore. Some professionals report feeling the need for updated or even specific training. The remotivation approach seems to be an essential topic to incorporate since the motivation and involvement of adult learners were mentioned as one of the most significant barriers.



## 04. APPENDIX

Figure № 1: List of guiding questions for adult educators' needs analysis

- ∇ What do adult educators think about the state of ageism and engagement of older adult learners currently?
- ∇ What are the main challenges and needs that adult educators face while engaging older adults in lifelong learning activities in the community?
- ∇ Are you familiar with the term ageism?
- ∇ Do you plan activities for the community? If yes, how do you do it, with what target groups? Do you consider older adults in your planning, why and why not?
- ∇ What skills are desirable in adult educators? Are these skills commonly found among them?
- ∇ Do adult educators feel confident about their knowledge and skills in the topic of ageism and engagement of older adult learners?
- ∇ How often do you organise training sessions/learning activities for older adults?
- ∇ Are there any measures of accessibility taken while promoting / delivering training sessions?
- ∇ What special skills, knowledge, conditions would make the work of adult educators more effective? How do adult educators see their work in 10 / 20 / 50 years?

Figure № 2: Overview of desk research materials

| PARTNER               | TYPE OF THE PROVIDED MATERIAL  | KEY CONTEXT & CONTENT   |
|-----------------------|--|---|
| <b>WASLA, Germany</b> | <b>1. Report</b> on “Older people in Germany and the EU”, 2016               | The main points of this report revolve around raising awareness about the elderly, their role in society, studying their daily life, the activities they carry out, and their ways of communicating with society in different age groups. |
|                       | <b>2. Report</b> on “Active ageing and solidarity between generations”, 2012 | The main points of this report revolve around raising awareness about the elderly and ageing population. It analyses issues and challenges, and solidarity between generations in economic terms.   |



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|                            | <b>3. Report</b> on “Older People and Digitisation”, 2020   | The main point of this report is that the digitisation should not be seen as a reason of separation of generations, but rather as a phenomenon that can boost communication between them.   |
| <b>VABCKJS-EU, Austria</b> | <b>1. Report</b> on “Ageism and age discrimination in Austria”, 2021  | The key points are:<br>1) raising awareness on ageism in Austria<br>2) giving solid examples of age discrimination and ageism in different areas of society<br>3) the intersectional view on ageism<br>4) focus on the legal instruments that can be used to combat ageism  |
|                            | <b>2. Online platform</b> , “Generationennetzwerk”, since 2012  | Generationennetzwerk is a website that functions as a network to connect people of all generations in Tirol, the west of Austria. The main idea is that people exchange time and skills with each other and in this way build relationships and a community.  |
|                            | <b>3. Collection of good practices</b> , “Treffpunkt Generationen: Intergenerationelle Good Practice Modelle”, 2018   | This document is a collection of more than 30 good practices of intergenerational projects published by the Austrian ministry addressed to adult educators and non-governmental organisations. Its goal is to break down age stereotypes and the strengthening of intergenerational relations through cooperative learning processes. |
| <b>APROXIMAR, Portugal</b> | <b>1. Article</b> describing the SiforAGE Project, “SiforAGE - Social Innovation for Active and Healthy Ageing”, 2015   | The project has two main goals:<br>1) to reduce ageism by deconstructing negative stereotypes of ageing, and consequently<br>2) to reduce ageist behaviours<br><br>Within the project, The SiforAGE consortium developed an intervention program (imAGES) to fight ageism among children  |
|                            | <b>2. Doctoral dissertation</b> focused on <b>program</b> , “Sea Your Age: Intergenerational Mindfulness Programme for the reduction of ageism and promotion of well-being in | Sea Your Age program consists of twenty-six one-hour sessions and aims to promote more positive attitudes towards age to decrease ageism and, aiming to improve cognitive and emotional aspects in both generations.  |





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|                      | pre-school children and older people”, 2017  |  |
|                      | <b>3.</b> Doctoral dissertation focused on NOVidade <b>program</b> , “NOVidade: Implementation and evaluation of an intergenerational programme with older people and young university students”, 2019 | The NOVidade program outlined the importance of intergenerational activities to be in a space for sharing, growth, demystifying myths, crossing of lives and creating bonds of friendship.   |
|                      | <b>4. Online platform and campaign “#StopEdadismo”, since 2018</b>   | Online platform that shares and disseminates content, reports, research, materials, and news related to the theme of ageism.   |
|                      | <b>5.</b> Article focused on a <b>campaign</b> “Lisbon street campaign against ageism: A promising multi-stakeholder initiative”, 2016   | The awareness campaign used the theme “increasing the positive images of older people”. The campaign consisted of three different posters depicting the same individuals in different moments of their lives: at a young age and the other image at old age.                         |
| <b>K-GEM, Turkey</b> | <b>1. Article</b> focused on a study “The Psychometric Features of the Turkish Version of the Ageism Survey and the Frequency of Ageism”, 2016   | This study was conducted to adapt the ageism survey to the Turkish language and culture and to determine the frequency of occurrence of ageism. These studies have generally concluded that young people exhibit a positive attitude toward the elderly.                             |
|                      | <b>2. Article</b> “Evaluating the adult education applications in Turkey from an andragogical aspect”, 2018  | The results of the study indicate that participants do not always pay attention to all basic assumptions of andragogy. Findings revealed that none of the participants allowed the learners to take part in process while identifying the objectives and methods used in the course. |



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|                             | <p><b>3. Article</b> “An Analysis of the Adult Education Curricula Implemented in Turkish Universities”, 2016</p>                     | <p>Based on the results obtained, almost half of the CECs in Turkey did not provide sufficient information about the courses they offer. However, this is a deficient practice in terms of adult education, which can be regarded as an institutional barrier against the adult learning.</p>  |
|                             | <p><b>4. Article</b> “Adult education in Turkey: in terms of lifelong learning”, 2012</p>   | <p>In the document, the general framework of adult education and lifelong learning in Turkey is presented.<br/>It emphasizes that easy access to information and communication technologies creates a more favourable environment for adult education.</p>   |
| <p><b>EASI, Romania</b></p> | <p><b>1. Institution</b>, The National Council for Combating Discrimination is an autonomous Romanian state authority, since 2002</p> | <p>NCCD was founded in 2002, its activity is concerned with:</p> <ul style="list-style-type: none"> <li>- The prevention of discrimination acts</li> <li>- Investigation, ascertaining and sanctioning acts of discrimination</li> <li>- Providing specialized assistance to victims of discrimination, etc.</li> </ul>  |
|                             | <p><b>2. Regional document</b>, “Carta diversității” / “Diversity charter”, since 2012</p>  | <p>The Romanian Diversity Charter is part of a regional project, coordinated by DOBROVITA Slovenia, with partners from the private and public sector in Romania, Slovenia and Croatia and supported by the European Commission through the DG Justice and Consumers programme. Charter is fighting for better inclusion and diversity in society and at the workplace.</p> |
|                             | <p><b>3. Initiative and online platform</b>, “Angajez45 +”, since 2018</p>  | <p>Angajez 45+ was born out of the reality of the Romanian job market where many senior candidates couldn't find a job.<br/>The initiative aims to:</p> <ul style="list-style-type: none"> <li>- Help associate the label of "Inclusive Employer" to 20 large employers in Romania in 2022, etc.</li> </ul>  |



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|                             |  | <ul style="list-style-type: none"> <li>- Cultivate organisational processes and practices to support the principle of "Inclusive Employer".</li> <li>- Provide best practice models from inclusive companies in Romania</li> </ul>  |
| <p><b>SOSU, Denmark</b></p> | <p><b>1. Article</b> about elderly and IT published in Nordisk Tidsskrift for Informationsvidenskab og Kulturformidling / Nordic Journal of Information Science and Cultural Communication, 2018</p> | <p>This article presents the results of observational studies and interviews conducted of two types of IOT education aimed at the elderly. Elderly who does not have near relatives or friends capable of helping them with IT problems in their everyday life are left to the help of voluntary organizations and or associations for elders.</p>  |
|                             | <p><b>2. Article,</b> "Digitaliseringsindsatser for voksne i Norden med sigte på" / "Reaching the hard to reach", 2021</p>   | <p>The Danish digitalisation strategy includes special focus areas. This focus has led to the establishment of "Office for digital inclusion", aiming at making public digitalisation accessible and usable for all groups in society.</p>  |
|                             | <p><b>3. Legislation,</b> "Seniorere kan mere" / "Seniors can do more", 2021</p>   | <p>The Danish Government has introduced two legislations to increase the senior workforce:</p> <ol style="list-style-type: none"> <li>1) Not letting your spouse's income influence the pension rate, abolish offsetting in pension if a spouse is working</li> <li>2) Increase the tax-free benefits, if one is working fulltime (minimum 30 hours per week), the first two years after the age of retirement</li> </ol> |



Figure № 3: Types of case-studies chosen and presented by partners

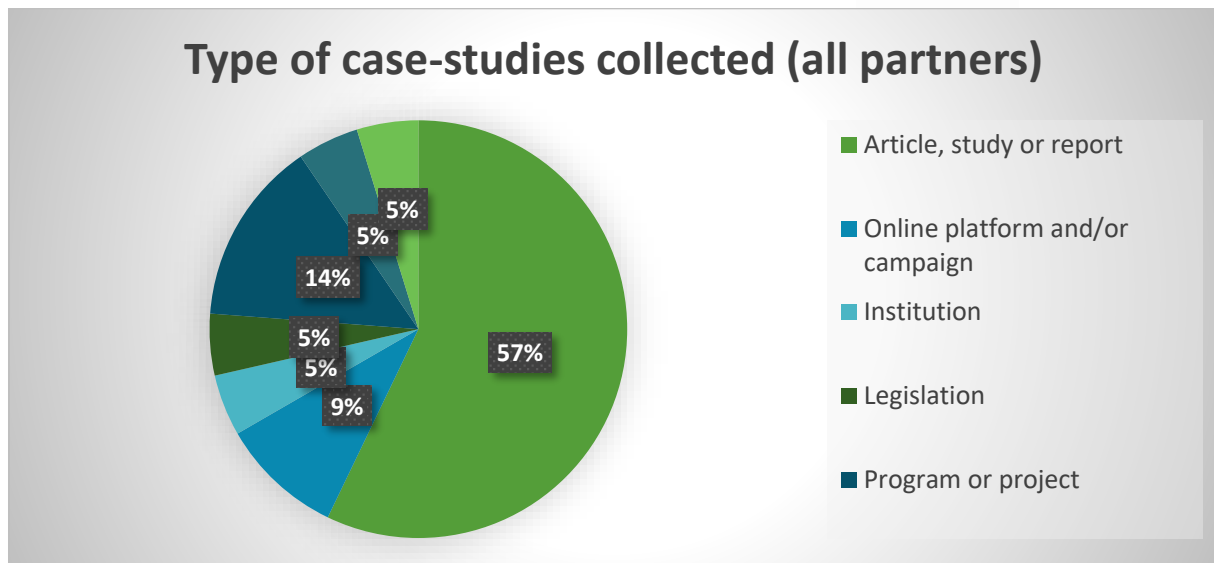


Figure № 4: Focus/ Topic of case-studies chosen and presented by partners

| FOCUS / TOPIC                                       | CASE STUDIES  |
|---|---|
| COUNTRY-BASED<br>STATE OF ART                       | <ol style="list-style-type: none"> <li>1. Report on “Older people in Germany and the EU”, 2016</li> <li>2. Article “Adult education in Turkey: in terms of lifelong learning”, 2012</li> <li>3. Article “An Analysis of the Adult Education Curricula Implemented in Turkish Universities”, 2016</li> <li>4. Article “Ageism and age discrimination in Austria”, 2021</li> <li>5. Article “Evaluating the adult education applications in Turkey from an andragogical aspect”, 2018</li> <li>6. Article focused on a study “The Psychometric Features of the Turkish Version of the Ageism Survey and the Frequency of Ageism”, 2016</li> </ol> |
| OLDER PEOPLE IN<br>THE CONTEXT OF<br>DIGITALISATION | <ol style="list-style-type: none"> <li>1. Report on “Older People and Digitisation”, 2020</li> <li>2. Article, “Digitaliseringsindsatser for voksne i Norden med sigte på” / “Reaching the hard to reach”, 2021</li> <li>3. Article about elderly and IT published in Nordisk Tidsskrift for Informationsvidenskab og Kulturformidling / Nordic Journal of Information Science and Cultural Communication, 2018</li> </ol>  |
| RAISING<br>AWARENESS ON<br>AGEISM (AMONG            | <ol style="list-style-type: none"> <li>4. Doctoral dissertation focused on program, “Sea Your Age: Intergenerational Mindfulness Programme for the reduction of ageism and promotion of well-being in pre-school children and older people”, 2017</li> <li>5. Doctoral dissertation focused on NOVidade program, “NOVidade: Implementation and evaluation of an intergenerational</li> </ol>  |



|   |   |
|---|---|
| YOUNGER GENERATION)   | programme with older people and young university students”, 2019<br>6. Report on “Active ageing and solidarity between generations”, 2012   |
| SUPPORTING RIGHTS OF OLDER PEOPLE & FIGHTING AGAINST AGEISM | <ol style="list-style-type: none"> <li>1. Article describing the SiforAGE Project, “SiforAGE - Social Innovation for Active and Healthy Ageing”, 2015</li> <li>2. Institution, The National Council for Combating Discrimination is an autonomous Romanian state authority, since 2002</li> <li>3. Regional document, “Carta diversității” / “Diversity charter”, since 2012</li> <li>4. Initiative and online platform, “Angajez45 +”, since 2018</li> <li>5. Online platform and campaign “#StopEdadismo”, since 2018</li> <li>6. Article focused on a campaign “Lisbon Street campaign against ageism: A promising multi-stakeholder initiative”, 2016</li> <li>7. Legislation, “Seniorere kan mere”/ “Seniors can do more”, 2021</li> </ol> |
| MISCELLANEOUS   | <ol style="list-style-type: none"> <li>1. Online platform, “Generationennetzwerk”, since 2012</li> <li>2. Collection of good practices, “Treffpunkt Generationen: Intergenerationelle Good Practice Modelle”, 2018</li> </ol>   |

Figure № 5: Key words and their frequency indicated in the desk research reports

| PARTNER             | KEY WORDS & THEIR FREQUENCY  |
|---------------------|--|
| WASLA, Germany      | older (8); people (7); generations (7); project (6); digitisation (6)          |
| VABCKJS-EU, Austria | ageism (12); discrimination (11); intergenerational (10); age (10); sector (6) |
| APROXIMAR, Portugal | ageism (16); positive (15); activities (14); age (12); programme (11)          |
| K-GEM, Turkey       | ageism (11); study (8); people (8); adult (8); education (7)                   |
| EASI, Romania       | discrimination (19); diversity (10); Romania (7); charter (7); project (6)     |
| SOSU, Denmark       | digital (28); senior (16); seniors (14); workforce (12); Danish (11)           |





Figure № 8: Overview of meeting format and target group chosen for focus-group

| PARTNER                    | FORMAT & TECHNIQUES USED  | PARTICIPANTS   |
|----------------------------|---|--|
| <b>WASLA, Germany</b>      | One-hour online meeting   | <ol style="list-style-type: none"> <li>1. AD: Project manager coordinator, Social Science Student, 25 years old</li> <li>2. YAAN: Business administration student at the Freie Universität Berlin, 29 years old</li> <li>3. SM: Project coordinator, international business student, 21 years old</li> <li>4. MAAN: Master student electrical engineering / Essen University, 25 years old</li> <li>5. GR: Web developer and designer, 27 years old</li> <li>6. RA: Social worker, 30 years old</li> </ol> |
| <b>VABCKJS-EU, Austria</b> | Two online meetings<br><br>Shared online whiteboard Miro  | <ol style="list-style-type: none"> <li>1. Female, 52, leading a counselling center for migrants, self-defence teacher</li> <li>2. Female, 28, holds formal and non-formal classes and workshops at university</li> <li>3. Male, 29, language teacher</li> <li>4. Female 28, human rights educator, youth worker and adult education</li> <li>5. Female, 20, non-formal history workshops</li> </ol>  |
| <b>APROXIMAR, Portugal</b> | Two sessions with different groups:<br><br>1 - at the municipality offices, Jam board as a digital "brainstorm" tool<br><br>2 – online, Jamboard to streamline tools such as the "Magic tool and fantasy" and portray shared thoughts and opinions. | <p style="text-align: center;"><b>Meeting:</b></p> <ol style="list-style-type: none"> <li>1. Female, social worker on the Municipality of Amadora</li> </ol> <p style="text-align: center;"><b>Focus group (ages between 20-59):</b></p> <ol style="list-style-type: none"> <li>2. Nurse</li> <li>3. Social worker</li> <li>4. Trainee on social work</li> <li>5. Technical facilitator/ animator</li> <li>6. General manager</li> <li>7. Communication officer</li> </ol>                                 |





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|                             |  | <p><b>8.</b> Auxiliary staff</p>  |
| <p><b>K-GEM, Turkey</b></p> | <p>1 - an online meeting with 4 of the adult educators</p> <p>2 – survey for adult educators</p> | <p><b>1.</b> GÖ, female, 70, The founder of an NGO (K-Gem) proficient in innovation, intercultural cooperation, digitalization</p> <p><b>2.</b> SÖ, male, 73 ophthalmologist, former Geriatrics Association President</p> <p><b>3.</b> SK, female, 46, Lifelong Learning Programme, educator working at the Ministry of Education</p> <p><b>4.</b> AI, male 58, Retired Lecturer from Balikesir University, TR, educator in accounting and tourism</p> <p><b>5.</b> SGT, female, 54, PhD Lecturer</p> |
| <p><b>EASI, Romania</b></p> | <p>Online meeting on Google Meets</p>  | <p><b>1.</b> IB, social worker, 43 years old</p> <p><b>2.</b> AI, sociology professor, 45 years old</p> <p><b>3.</b> CB, leads an organization organizing events for seniors, 47 years old</p> <p><b>4.</b> RMi, project coordinator at the National Library, 54 years old</p> <p><b>5.</b> DA, social worker, 43 years old</p> <p><b>6.</b> RM, social worker, and senior line project coordinator, 34 years old</p>   |
| <p><b>SOSU, Denmark</b></p> | <p>Two hours informal lunch</p> <p>Questionnaire</p>   | <p><b>1.</b> LA, counsellor, 60 years old</p> <p><b>2.</b> LM, nurse, teacher, training “old-girl-football”, 35 years old</p> <p><b>3.</b> LR, nurse, teacher, 52 years old</p>   |



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|--|--|--|
|  |  | <ol style="list-style-type: none"><li>4. RB, multicultural teacher, 34 years old</li><li>5. CO, event coordinator, 45 years old</li><li>6. IRJ, project manager, coordinator, 48 years old</li></ol> |
|--|--|--|

Figure № 9: Format of focus-group session chosen by partners

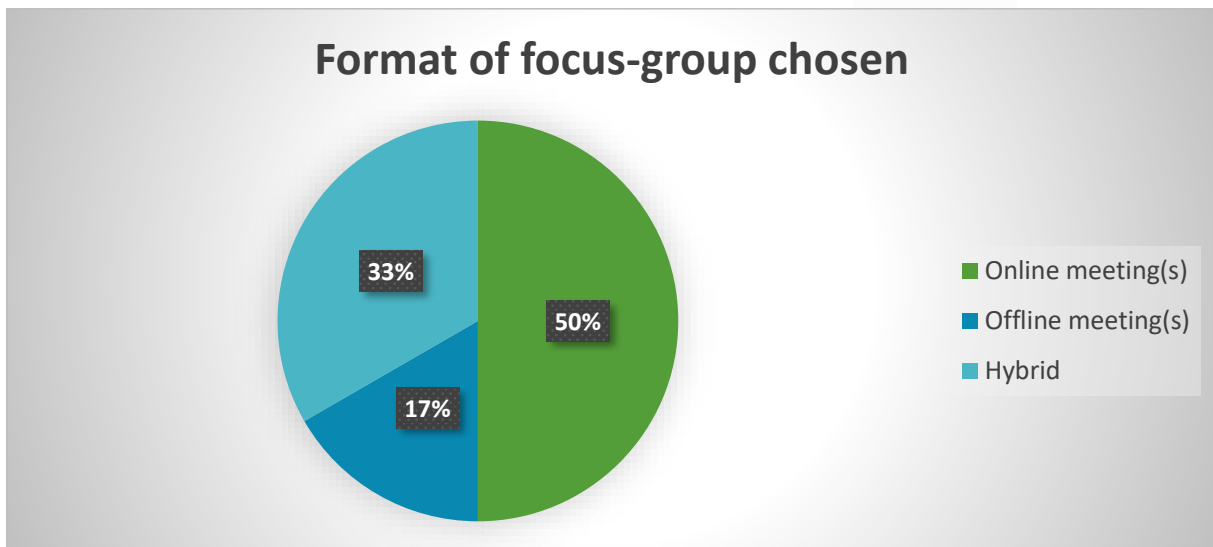


Figure № 10: Age groups of focus-group participants

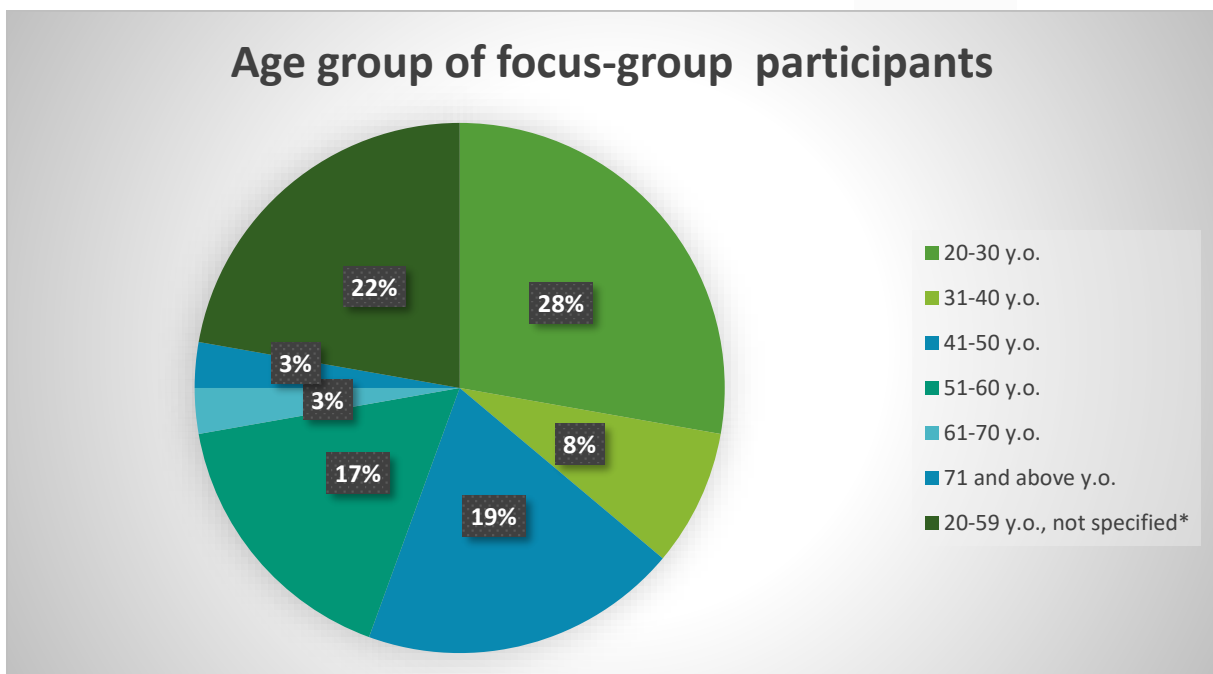




Figure № 11: Professional occupation of focus-group participants

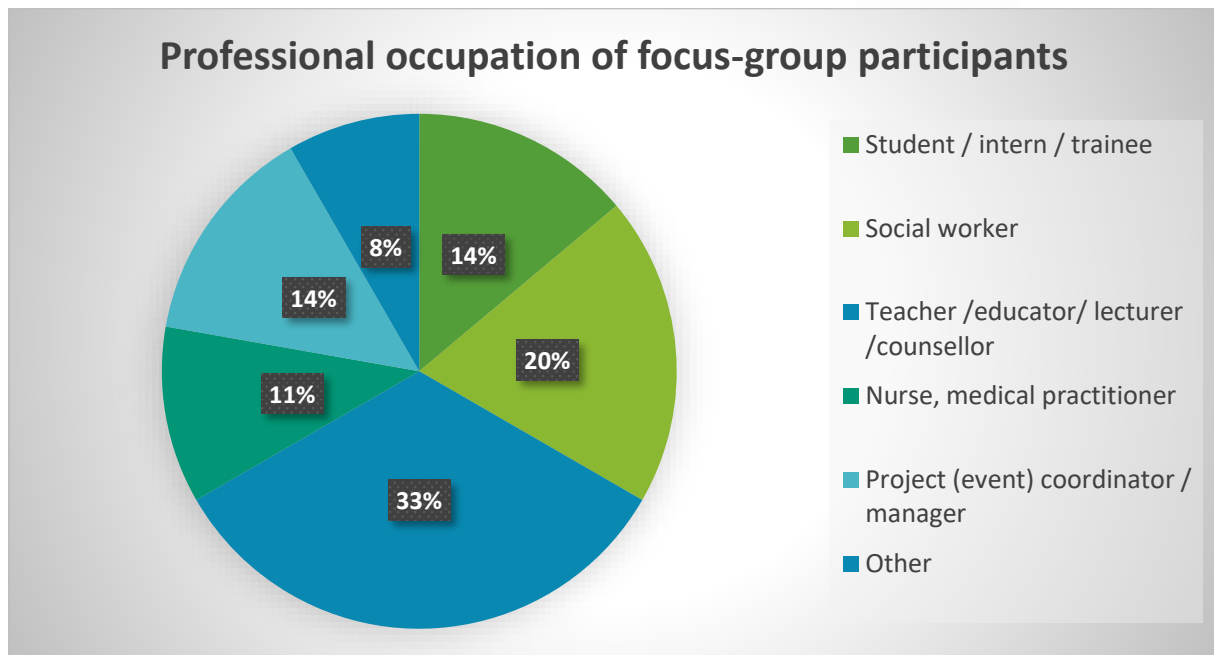
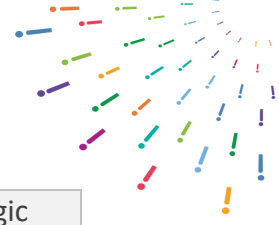


Figure № 12: Overview of questions asked by partners during the focus-group

| PARTNER                    | QUESTIONS ASKED  |
|----------------------------|--|
| <b>WASLA, Germany</b>      | <ol style="list-style-type: none"> <li>1. What do adult educators think about the state of ageism and engagement of older adult learners in this day and age?</li> <li>2. Are you familiar with the term ageism?</li> <li>3. Is ageism endemic?</li> <li>4. What is the context that can be compared with Ageism?</li> </ol>   |
| <b>VABCKJS-EU, Austria</b> | <ol style="list-style-type: none"> <li>1. What was the most significant memory while being an adult educator?</li> <li>2. What do you understand on the term “ageism”</li> <li>3. What are the needs of adult-educators?</li> <li>4. What were the challenges with older learners? and what can be done about them?</li> <li>5. Do you reach older learners easily?</li> <li>6. Can intergenerational learning be successful? What challenges and possibilities would that bring?</li> </ol> |
| <b>APROXIMAR, Portugal</b> | <p><b><i>During the meeting:</i></b></p> <ol style="list-style-type: none"> <li>1. General questions about intergenerational activities previously developed by the Municipality</li> <li>2. The questions suggested in the guidelines</li> </ol> <p><b><i>In the second focus group:</i></b></p> <ol style="list-style-type: none"> <li>3. Shared an idiomatic expression and asked what words participants associated with the term and what ideas it raised in them</li> </ol>            |



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|                          | <ol style="list-style-type: none"> <li>4. Presented images to initiate the debate, following with the "Magic Tools and Fantasy" - "I have a dream! Tenho um chapéu mágico que fará tornar os vossos sonhos em realidade" &amp; "Para o Sonho se concretizar (o coelho sair da cartola), o que falta?".</li> <li>5. Launched the discussion and asked the questions suggested in the guidelines.</li> </ol>  |
| <b>K-GEM,<br/>Turkey</b> | <ol style="list-style-type: none"> <li>1. What training do you give to adults?</li> <li>2. How often do you give education?</li> <li>3. How many people are over 55 in a group of 15 people in your training/activities?</li> <li>4. What are the reasons for adults over the age of 55 to participate in Lifelong Learning (LL) trainings/activities?</li> <li>5. Do you think that adults over 55 years old participate in LL activities at a sufficient level? If not, what are the reasons for these people not attending the training?</li> <li>6. What do you think are the reasons for leaving education in adults over the age of 55?</li> <li>7. Should we include the elderly in adult education planning? Why (not)?</li> <li>8. What are the main barriers to involving the elderly in planning LL activities?</li> <li>9. Do you think there is some information specific to this audience that educators working with people over 55 should know? If so, what are those?</li> <li>10. What does the concept of active ageing mean to you as an educator?</li> <li>11. As an educator, have you encountered a concept called Ageism? If yes, do you think that discrimination is being fought?</li> <li>12. With which activities and which target groups can we defeat ageism?</li> <li>13. What are the characteristics that an educator working with adults should have?</li> <li>14. Would you describe yourself as an educator of adults? Why?</li> <li>15. What are the methods and techniques you use during the trainings/events? For over 55, do you find these enough? Why?</li> <li>16. Do you think you have enough skills to fight ageism and involve the elderly in LL activities?</li> <li>17. How do you reach adults while promoting and implementing the trainings/activities, what are the methods you use to reach them, what are the steps you take?</li> <li>18. What are the qualifications that educators should have when working with adults over 55?</li> <li>19. As an educator, do you collect feedback from the participants about the training and yourself after the trainings? (survey etc.) If yes, what kind of feedback do you get?</li> <li>20. As an educator, what can you say that you do very well while educating?</li> <li>21. Do you think you are doing your best to do your job very well? Why?</li> </ol> |



|                                 |  |
|---------------------------------|--|
|                                 | <p>22. Are there things you want to do better in adult education and activities that you cannot do? If yes, why?</p> <p>23. Are there any subjects that you need education as an educator? If so, what are they?</p> <p>24. Do you foresee a change in your education and education methods as an educator after 10 years? If yes, what are they?</p>  |
| <p><b>EASI,<br/>Romania</b></p> | <ol style="list-style-type: none"> <li>1. What challenges do they face in their daily work in general?</li> <li>2. What are the first thoughts, ideas, images that come to mind when they think of older people? What about age discrimination?</li> <li>3. What do they understand by age discrimination?</li> <li>4. Where, when, from whom, where did they first hear about age discrimination?</li> <li>5. To what extent have they noticed it in their personal life and work?</li> <li>6. How well informed or prepared do they feel in relation to this topic? (age discrimination)</li> <li>7. What activities, what target group do they have, do they include or not include older people in their activities? Will something change or not in their approach in the future (related to target group, approach, etc.)</li> </ol> <p style="text-align: center;"><b><i>Needs and provisions of educators/trainers of adults</i></b></p> <ol style="list-style-type: none"> <li>8. How do they feel about involving older people in training activities? Is it good or bad? Is it desirable or not? (Spontaneously, without thinking too much)</li> <li>9. What examples do they have, where have they seen this before?</li> <li>10. How do they currently approach activities involving older people? Is it different from the approach of other age groups? What is it? Examples.</li> <li>11. What works well, what is successful with them? Examples.</li> <li>12. What they don't, what they find challenging at the moment about activities involving older people? Examples.</li> <li>13. What do they find difficult strictly related to involving older people in learning or development activities? Examples.</li> <li>14. What kind of skills would they say are needed, necessary in their work? For someone to be able to carry out their activity successfully?</li> <li>15. From what you have observed around you, are there situations, times when a colleague/colleague in the field (adult education, elderly) would need something more, in terms of knowledge, understanding, experience, training? Why?</li> <li>16. Ideally, what would a well-adjusted/successful person in educating the elderly look like? What would his/her profile be? What skills should be cultivated among adult educators to successfully engage older people?</li> <li>17. How close do they feel people in the field are to this ideal? What else should they be working on?</li> <li>18. How do they see their work changing in the near and distant future? Where would these changes occur?</li> </ol> |



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|                          |   |
| <b>SOSU,<br/>Denmark</b> | <ol style="list-style-type: none"><li>1. What are the challenges when involving older students in a new education or in lifelong learning?</li><li>2. What challenges do you experience in our society today when engaging older people?</li><li>3. Are you familiar with the term ageism?</li><li>4. Do you experience any age discrimination in today's society?</li><li>5. What special skills do you need as an adult educator?</li></ol> |

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