



Intellectual output 3 Demographic change

Counsellors Study and Training Exchange Programme (C-STEP)

Unit 2: Retraining in later life

Authors

Academia+ Project Working Team

Editing:

Emma Campbell

Suzanne Towler

Aspire-igen Group Ltd.



Erasmus+

This project has been co-funded by the European Commission through the Erasmus+ Programme. This document reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.



This license allows reusers to copy and distribute the material in any medium or format in unadapted form only, for noncommercial purposes only, and only so long as attribution is given to the creator.



Table of contents

1. Content of the Unit 2: "Retraining in later life"	3
2. Learning outcomes.....	3
3. Structure plan.....	4
4. Detailed description of the structure plan.....	7



Unit 2: Retraining in later life

Aspire-igen, United Kingdom

1. Content of the Unit 2: " Retraining in later life"

The unit description for all online training days in the Academia+ project should be understood as a helpful basis if you would like to hold a similar training for the covered topics within the online training days of the project. Therefore this unit description is written in present tense and anonymous (although you find names of all speakers and lecturers of the online training in the original material on Moodle) and gives you detailed information about how to use the presentations, group excersises, conference meeting tools and group work tools.

The second online training day from the third Counsellors Study and Training Exchange Programme (C-STEP) in the Academia+ project focuses on the topic „Retraining in later life“. Therefore the second Unit should cover perspectives from training and guidance for older employees and it will do so through the introduction of the Erasmus+ project CONNECT (Connecting Career Counselling and Human Resource Development in Enterprises for Higher Education and Training in Practice). Furthermore the unit should focus on the challenges arising from skills mismatches and why keeping skills up to date is important; how to make training attractive and useful for older people and strategies to retrain older workers; work based learning for the older generation; late-career learning for work (and life) and last but not least, when retraining in later life is the only option by a case study of vocational rehabilitation in the workplace (chronic illness, disability and vocational rehabilitation). This will be the basis for the topic „Retrainig in later life“.

The complete unit will combine determination of the participants' experience in conducting, sitting on or just hearing or reading about careers guidance and counselling sessions with an older workforce with evidence on specific challenges and demands in such settings on the one hand and the delivery of basic knowledge on the other hand.

2. Learning outcomes

By focusing on the above mentioned contents Unit 2 aims to meet the following learning outcomes:



- Challenges arising from skills mismatches and a reluctance to retrain
- How to make training attractive for older people
- Work-based learning for the older generation

3. Structure plan

Unit 2 is a whole day online training which combines input sessions with group work and self-learning sessions as well as plenary discussions.

In the morning it focuses on the challenges arising from skills mismatches and why keeping skills up to date is important, how to make training attractive and useful for older people and strategies to retrain older workers and work-based learning for the older generation

The afternoon acknowledges the mentor training and culminates with the introduction of a case of vocational rehabilitation in the work place in order to analyze the issue of when retraining is the only option.

An overview of the structure plan can be seen below and is explained in detail afterwards.


Table 1: Overview of the structure plan Unit 2. Retraining in later life

Time	Topic	Method, media and material	Outcome	Comments
10.00	1. Introduction of the facilitator and the participants and the course topic & goals	Plenary video session	Getting to know each other	<p>Moderator enters Zoom session and shows welcome slide from ppt presentation</p> <p>Lecturers introduces themselves and explain the agenda for the day</p> <p>(Time depends on the number of participants – flexibility needed)</p> <p>Both speakers will ask moderator every now and then if there are questions in the chat</p>
10.10	2. Challenges arising from skills mismatches and why keeping skills up to date is important	Ppt presentation lecture Discussion	<p>Summary of main skill mismatches</p> <p>Importance of staying competitive in the labour market</p> <p>Importance of maintaining / safeguarding existing skills and meeting the demands of the future</p> <p>Maintaining / restoring employability</p>	<p>Activation of Group by lecturer – “Policy and Legislation in your Country?”</p> <p>Individual and group work / Text work (readings)</p> <p>Discussion in Group – “How older employees can be supported near the workplace – identifying challenges and chances” (6 rooms, 20 min. for work participants)</p> <p>Presentation of group results in class and discussion</p>
11.10	break			
11.25	3. How to make training attractive and useful for older people and strategies to retrain older workers	Discussion and/or group work	<p>Development of individual training plans</p> <p>Reluctance to retrain and how to motivate older people / overcome reluctance</p> <p>Different training options available (brief overview)</p> <p>Benefits it will bring to their employability and career</p> <p>The importance of gaining new knowledge and keeping up with trends and innovation</p>	<p>Lecture: “Empowering People - The challenge of activating older employees”; “Factors for “successful qualification” of older employees”; “Counselling and mentoring as an instrument for good qualification”; Skills of mentors - which skills do mentors need (projects NICE Standards; WBL Project)</p> <p>Group Discussion: “Specific knowledge and competence counsellors and mentor should have?” (6 rooms, 20 min. for work)</p> <p>Conclusions – summary on implications for practice and policy</p>
12.25	Short break			



12.30	4. Work-based learning for the older generation	Ppt presentation & discussion	Information that older clients may want to know about work-based learning: How to access work-based learning, the benefits of work-based learning, the style of work-based learning Learning from younger colleagues	Lecture: "What to look out for: Advantageous learning conditions and design – with particular attention to workplace learning: Insights from research literature". Group Activity: Drawing up a checklist for use by counsellors to support the choice of learning opportunities in age- and experience adequate: questions for the older worker, questions for the course, questions for the employer Discussion of group activity results Concluding lecturer presentation: "Consequences for counselling practice: finding adequate learning solutions respecting and utilising individual biographies and trajectories in the realm of the possible".
13:30	lunch break			
14:30	5. When retraining is the only option: the case of vocational rehabilitation in the workplace	PowerPoint presentation and discussion		Lecturer introduces the topic: "Reorientation and retraining on health grounds – a frequent issue in counselling older workers". Group activity: Reading groups – four texts (groups will present at different points during the session) and group presentations Lecture: "From societal problem to individual experience: biographical disruption and contradictory social expectations. Rebuilding careers and the role of counselling and the limits of individualistic approaches".
15.30	Break			
15:40	6. When retraining is the only option: the case of vocational rehabilitation in the workplace	Powerpoint presentation and discussion		Lecturer poses: "What role for career counsellors: Identifying alternatives within and beyond the company, dealing with biographic disruption, reconstructing life continuities through accommodation and re-training". Group work: role playing task (prepared case histories: the electrician, the insurance salesperson, the social worker, the



				<p>industrial mechanic, the nursery school teacher)</p> <p>Interactive groups, eight groups (two per case), 30 minutes, case studies/tasks. Group presentations: reflections on cases</p> <p>Concluding discussion: “What can we learn from vocational rehabilitation for the general theme of retraining in middle and old age?”</p>
16.40	7. Wrap up and final discussion	Plenary session	Summary and sharing	Thank you to all participants and are there any other questions or points to raise
<p>Several people and professionals support in the design and development of the training sessions, among others: guest speakers/lectures (those who do the whole presentations, in charge to provide the training input/contents); moderator/s (usually support with the introduction by the speaker, the interventions, the closure of the sessions and sometimes, with certain technical aspects...); a person who is taking care to make notes and support participants by the email (academia.info@gmail.com) and help with phone numbers; a personal technician who is in charge of recording the sessions and to split/distribute the groups in breakout rooms for the group work, etc.; a person responsible to provide links on the chat and/or other additional material, taking care of checking and answering the chat.</p>				

4. Detailed description of the structure plan

All the material are provided via the **Moodle learning platform of Academia + project**. More information on: <https://www.academiaplus.eu/moodle/course/view.php?id=6§ion=1>

- **The Moodle Structure**

Moodle was chosen as the platform on which all the material is provided. One of the advantages of Moodle is a clearly arranged overview with which the material can be presented.

The chosen structure on Moodle follows generally the respective structure of each day of the online training. Every speaker with his or her session have their own section on the course page. You can find the presentations, videos, exercises, sample solution etc., always in the respective section of the speaker. The files you can find there are always numbered in ascending order. So the session can be worked through like a learning module. There are longer input presentations, exercises on various aspects and also smaller contributions from our speakers.



▪ How to use the documents on Moodle:

The provided documents are always available as PDF files to ensure a usage on most devices. Videos are inserted as a stream directly from the Moodle page so you don't need a separate flash or media player. Sometimes we added a YouTube link on the page or on the additional material. In most cases, when our speakers have shown a video on their session, you can find this on the video (recording of the session) we prepared on Moodle. So the external YouTube link is additional; maybe if you want to watch it again or with different subtitles. You also find the links for the YouTube videos in every presentation as you work through them.

In general there are several different types of documents on Moodle.

1. The videos

Each session has at least one video that consists of the recording of the online training day. As these are made available directly on Moodle, every participant/ interested party can access the videos directly on the platform. No extra software or similar is necessary, so that easy access can be guaranteed.

2. The presentations

On every session you can find the presentation used by our speakers in the online training. Depending on whether it is a coherent input presentation or a working session with smaller input presentations, you will find one document with the whole presentation or a splitted presentation. These include a smaller input session from our speaker or preparations for a group work or an exercise. These documents are always named with 'presentation' and the specific name of this short session.

3. The exercises

In different sessions our speakers prepared some exercises and group work. These documents are named with 'exercise' and the specific name of this exercise and they contain two different didactic levels. On the one hand they are prepared for participants and interested people who want to work through the material for themselves. For those there is a small introduction into the exercise and the numbered tasks you have to do. Furthermore there is also a note how you need to save/ share or send the outcome of this exercise.



Depending on the situation you can share your screen or present your outcome or result on Padlet, Sticky notes, etc.

On the other hand you can find a didactic level prepared for potential trainers, speakers or lecturer who want to host further education/ training, maybe in their own institution or company. For those people and for such use of the material you can find italic additional information in the exercises which are marked with 'Editorial note'. These notes includes hints, tips and instructions only for lecturer or teacher. For the most part these are didactic hints or assistance, which software can be used for the presentation of the work results, etc. These notes also contain information on what needs to be prepared in advance of the session/ training. As an example if you as a trainer want your participants to share their work results on a Whiteboard or with sticky notes, you can find a recommendation about the software we and our speakers used in the online training.

4. The sample solutions

Safeguarding of work results is extremely important for the success of a further education session/ training. When your participants come from different countries, backgrounds or at least cities/ companies etc. you will receive a huge mass of productive work results and outcome. In addition to the exercises we provide a specific sample solution. On one side the sample solution we provided on the Moodle platform are the main work results of our participants from the online training. According to privacy policy it's needed to blurry all personal data etc. On the other side, these sample solutions are only intended as additional information. They are not all-encompassing or to be seen as the only solution of the exercise.

5. Additional material (links, texts, handouts etc.)

According to the respective session of our speakers we provided additional material like links, additional texts or handouts. If additional material be available for the specific session, it will be referred to at the respective place in the video or presentation.

- **Preparation before the unit:**

It is important for a good start to the training, whether it takes place in presence or online, that there is enough time for getting to know each other. So as you can see in the Moodle structure the first part of the session will be an introduction part where the participants introduce themselves and get a first overview

about the schedule for the session. After a short introduction made by the speaker it is also necessary to establish some rules for the session. Especially for an online training with many participants some specific rules of conduct can structure the session and thus contributes to the success. It is necessary to mute/ turn off all the microphones while the speaker is talking. Otherwise, the connection will deteriorate, background noise and any interference will cause anxiety and poor understanding. Depending on the number of participants it is also necessary to turn off the video signal while the speaker is presenting. More video signals means more data consumption, which may affect the quality of the conference. In small groups or for group work and discussions in several groups it's useful to switch on the video signal.

While using the common platforms (zoom, MSTeams, etc.) you have two different options for asking questions while an input session. On the one hand you can use the chat. It is very helpful to collect and channel the questions during a longer input session. The questions asked in the chat can then be answered in special Q&A sessions. On the other hand zoom and MSTeams provide different actions for participants who want to say or ask something. There is a raise your hand symbol with which you can indicate that you have a question or want to say something. The little hand will then pop up at the speakers desktop so he knows that someone wants to say something.

The following is a detailed description of the structure plan, which provides an overview of the Unit 2: Retraining in later life.

1. Introduction

The seminar begins with a brief introduction by the speakers (professional profile, institution, lines of research, etc.) in order to get closer to the group (lecturers enters Zoom session and shows welcome slide from ppt presentation) and explain the agenda for the day.

The moderator first presents a few brief indications on how to make the course a success. To this end, he/she mentions that they are a large group and it is assumed that this is a new experience for everybody (that is why a technical test with participants and speakers in advance is highly recommend).



As mentioned above in the Preparation before the unit section, the moderator proposes to turn off the participants' microphones, except when they want to contribute and say something. Moreover, it is suggested, if possible, switch on participants' camera, at least during group work.

Participants are welcome to use the chat, but they should be aware that the speaker will not be able to read their comments on the chat while he/she is speaking. So the participants in the chat can raise their hand symbol with which they can indicate that they have a question or want to say something. The questions asked in the chat can then be answered in special Q&A sessions. In addition, to keep discussions alive participants will be invited to share with the team afterwards.

General information

As it was already pointed out, in order to put the group of participants into contact with each other right at the beginning (Getting to know each other), it is worthwhile to start the online training day with an interaction exercise, for example, asking participants to do a short introduction of themselves (name, place of work and what their job involves, etc.) or something like that.

2. Challenges arising from skills mismatches and why keeping skills up to date is important

The introduction session is followed by a PowerPoint presentation which leads on to discussion over the topic „Retraining in later life. Perspectives from training and guidance for older employees. Participants can also make comments and ask questions.

Here, the speaker introduces topics such as employability as a challenge in times of demographic change – continuing and retraining as reality, an empirical evidence on participation rates in training for older adults – age as risk for exclusion from training and employment and how to support for older employees in companies – strategies to support employability.

The learning session continues with a set of practical activities with the working group: Activation of Group („Policy and Legislation in your Country“), Individual and Group work (number of groups and topics depending on size and experience of audience), Text work (readings), Discussion in Group („How older employees can be supported near the workplace – identifying challenges and chances“), Establish 6 rooms (20 min.) for work, participants can be chosen randomly.



- Firstly, several open questions are posed for further discussion (using Flinga and Mentimeter):
 - „Who is your target group?“
 - „What is the core of your work?“
 - „In my country Coaching, Mentoring for career aspects are accessible for all employees“
 - „Coaching, Mentoring or Guidance could help older employees to catch up with qualification and training“
- Afterwards, a groupwork activity is carried out (a total of 6 groups): participants will discuss and formulate a number of principles to design effective training for older workers. For this group work they will be supported (textbase) by the following text reading: Kraiger, K. (2017). Designing Effective Training for Older Workers. The University of Memphis (Chapter 25).

Following the working groups, the learning session continues with the presentation of the group results by the participants to the class group with a plenum discussion.

3. How to make training attractive and useful for older people and strategies to retrain older workers

This session will be a PowerPoint presentation with a lecture and the chance for participants to offer feedback and questions. Participants will be able to contribute to the discussion and ask questions.

The topics included here will deal with the Empowering People - The challenge of activating older employees, Factors for “successful qualification” of older employees, Counselling and mentoring as an instrument for good qualification, Skills of mentors - which skills do mentors need (projects NICE Standards; WBL Project).

In addition, an interesting group discussion will be carried out on „Specific knowledge and competence counsellors and mentor should have“. For this purpose, will be established 6 rooms (20 min.) for work, where participants can be chosen randomly.

The text on which the development of this task will be based is the following: "Promoting an Age-Inclusive Workforce: Living, Learning and Earning Longer": OECD (2020). Promoting an Age-Inclusive Workforce: Living, Learning and Earning Longer, OECD Publishing, Paris, <https://doi.org/10.1787/59752153-en>. Chapter 5: Maintaining and developing skills of a multigenerational workforce.

The learning session culminates with a summary on implications for practice and policy as main conclusions.



4. Work-based learning for the older generation

This session will include a PowerPoint presentation on „Late-Career Learning for Work (and Life)“. The presentation starts with an open question made by the speakers to the audience: “Old dogs don’t learn new tricks”? What do you think?. Some myths debunked (opening with Menticom/Mentimeter in-course survey on clichés – and on actual experiences „Thinking about older workers and learners“, followed by presentation of insights from research literature). In addition, lecturer will introduce the issue: „What to look out for: Advantageous learning conditions and design – with particular attention to workplace learning: Insights from research literature“.

This presentation is followed by a group activity (Flinga and one breakout session with six groups, 15 minutes) on: „Drawing up a checklist for use by counsellors to support the choice of learning opportunities in age- and experience adequate: questions for the older worker, questions for the course, questions for the employer“. To conclude this activity, a final discussion of group work results will be carried out afterwards.

Lastly, the lecturer concludes the session presenting some consequences for counselling practice focusing on finding adequate learning solutions respecting and utilising individual biographies and trajectories in the realm of the possible.

5. When retraining is the only option: the case of vocational rehabilitation in the workplace

This training session (structure of the double-session) begins with a PowerPoint lecture over the issue „When retraining in later life is the only option: chronic illness, disability and vocational rehabilitation“. This theme starts with an introduction on: „Reorientation and retraining on health grounds – a frequent issue in counselling older workers“.

In addition, several reading groups are posed afterwards in order to acquire a more comprehensive knowledge of these issues. In particular, four papers are introduced to participants.

The working groups will have time to work on these readings and then present their results at different points during the learning session.

The features of the reading groups will be: eight groups (two per text), 25 minutes texts are online (two pdfs from Eurofound Text A and B [A: pp.5-14, B: pp.21-309] Text C and D C: 28-38, D:37-41]).



- Reading A: Wynne/MacAnaney 2004, pages 5 to 14 (situation and impact)
- Reading B: Wynne/MacAnaney 2004, pages 21 to 30 (from illness to exclusion)
- Reading C: Patrini/Ahrend 2021, pages 28 to 38 (support for individuals)
- Reading D: Patrini/Ahrend 2021, pages 37s)

The reading and working materials are as follows:

- Wynne, R., & McAnaney, D. (2004). Employment and disability: Back to work strategies. European Foundation for the Improvement of Living and Working Conditions. Dublin (Ireland).
- Eurofound (2021). Disability and labour market integration: Policy trends and support in EU Member States, Publications Office of the European Union, Luxembourg.

As noted above, this is followed by two group presentations made by participants:

- Group presentations A and B: „stating the problem“
- Group presentations B and C: „supporting individuals and employers in institutional context“

Towards the end, the speaker expose a lecture with an opportunity for questions and a round of panel discussions on: "From societal problem to individual experience: biographical disruption and contradictory social expectations. Rebuilding careers and the role of counselling and the limits of individualistic approaches“.

6. When retraining is the only option: the case of vocational rehabilitation in the workplace

In this session the speaker poses an initial question to the participants with the possibility of opening a group discussion: „What role for career counsellors: Identifying alternatives within and beyond the company, dealing with biographic disruption, reconstructing life continuities through accommodation and re-training“.

This is followed by a group work, in particular a: role playing task (prepared case histories: the electrician, the insurance salesperson, the social worker, the industrial mechanic, the nursery school teacher)“.

There are eight interactive groups (two per case), with 30 minutes, case studies/tasks. The subsequent group presentations will reflect on the different case studies.

Towards the end of the session the lecturer sets the following question with a concluding discussion: „what can we learn from vocational rehabilitation for the general theme of retraining in middle and old age?“.



7. Wrap up and Final Discussion

This plenary session will include a summary of the day and sharing of feedback, general discussion of the day.

Participants have the opportunity to gain a wealth of insight and experience from their peers as well as from the speakers.

The seminar concludes with thanks from the moderator to each of the participants, lectures and experts by focusing on the highlights of the day.